effective

partners

communications

Marketing Matters

program

evaluation

materials

building

Building an effective communications program

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Resource Center
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Administration for Children and Families
Administration on Children, Youth and Families
The National Center on Child Abuse and Neglect

Marketing Matters: Building an Effective Communications Program was developed and produced by Advanced Resource Technologies, Inc., Alexandria, VA, with assistance from Oglivy Adams & Rinehart, Washington, DC, under Contract No. HHS 105-94-1832.

MH96D2857

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Forward

Created by an act of Congress in 1974, the National Center on Child Abuse and Neglect (NCCAN) coordinates Federal activities, including the allocation of Federal funds, to prevent child abuse and neglect. NCCAN is located within the Department of Health and Human Services, Administration on Children, Youth and Families, Administration for Children and Families.

NCCAN is comprised of two divisions: the Program Policy and Planning Division and the Clearinghouse Division, to enable States and local agencies to respond to the needs of abused and maltreated children across the United States. NCCAN provides State grants, funds research and demonstration projects, and provides technical assistance through resource centers and clearinghouses. Recognizing the pervasiveness of child abuse and neglect, NCCAN partners with Federal agencies such as the Office of Juvenile Justice Delinquency Prevention, the Office of Victims of Crime, the Center for Mental Health Services, and the Center for Substance Abuse Prevention and with numerous national organizations to develop effective strategies to combat the problem.

Marketing Matters: Building an Effective Communications Program is a comprehensive book that provides practical advice on how to use communications and the media successfully to support child abuse and neglect prevention programs. The book draws upon the experiences of 20 grantees that received funding from NCCAN to develop public education/awareness campaigns highlighting the relationship between child abuse and neglect and substance abuse. The 20 grantees represent a wide variety of organizations and agencies ranging from a county program in Washington State to a Statewide program in Maryland. The experiences of the grantees are highlighted in "Experiences from the Field" featured throughout the book.

Marketing Matters was tested with professionals from around the country through professional reviews and focus groups. The comments and recommendations were incorporated into the final draft. In addition, a national advisory panel comprised of child welfare, communications, and legal professionals was assembled. The advisory panel helped shape the content of the book and reviewed products produced by grantees. It is with great gratitude that NCCAN recognizes the members of the national advisory panel.

Kay Bidwell, Department of Personnel and Human Services, Port Orchard, WA

Lynn Bowersox-Megginson, Children's Defense Fund, Washington, DC

Jeffrey Hankin, Noble Steed Associates, Baltimore, MD

Janie Fields, National Alliance of Children's Trust and Prevention Funds, Austin, TX

Robert Horowitz, American Bar Association, Washington, DC

Their dedication and support enabled NCCAN to create a product that represents the experiences of professionals on the front line.

Introduction

Across the United States, child welfare organizations are working to prevent child abuse and neglect to help make their communities safe and healthy. The National Center on Child Abuse and Neglect (NCCAN) is committed to assisting communities with this endeavor and has funded 20 grantees to develop public education programs on the relationship between child abuse and neglect and substance abuse. **Marketing Matters: Building an Effective Communications Program** *is based on the practical "lessons learned" by these grantees.*

Studies from around the country demonstrate that well designed communications programs can play a pivotal role in addressing the twin problems of child abuse and neglect and substance abuse. Effective communications programs can increase awareness, change attitudes, teach skills, and reinforce healthy behaviors.

Marketing Matters helps you apply advertising, marketing, and public relations strategies in your community to achieve specific goals. To ensure the book meets the needs of organizations, it has undergone extensive field testing. As you read **Marketing Matters**, you will learn about a distinct and proven process that, when put into practice, helps create effective programs. These same processes have been used to create nationally recognized campaigns like "Friends Don't Let Friends Drive Drunk" and "Give a Hoot Don't Pollute."

Benefits to You

Whether you are a small, rural organization or a larger organization serving an urban community, **Marketing Matters** provides a step-by-step process, along with examples, for designing effective communications programs, with an emphasis on media, that can produce results.

By following this process, you and your partners are more likely to:

- Identify the issue, target audience(s), and the most effective communication channels;
- Deliver your message(s) effectively to your target audience(s);
- Motivate your audience;
- Obtain the media coverage you desire;
- Extend the reach of your message(s) and programs through strong partnerships; and
- Design and use evaluation tools to measure the effectiveness of your communications program.

About Marketing Matters

Marketing Matters is designed for use as a reference tool. Use the book as a resource each time you design a program or materials rather than waiting until you are ready to design a complex, multi-phased program.

Marketing Matters is:

- User-friendly, providing examples and worksheets;
- Broad-based so that a variety of agencies, organizations, and professionals will find the information helpful;
- Based on well-established processes that have been used to produce effective programs;
- Grounded in sound theory that can easily be put into practice;
- Helpful to organizations, agencies, and professionals that are ready to move beyond raising awareness and want to design and implement programs that can make an impact in their communities.

Using Marketing Matters

Marketing Matters is designed to be used by a variety of audiences including:

- An organization wanting to expand a service or to reach a new target audience;

Introduction

- An individual or volunteer who wants to raise community awareness;
- Non-profit agencies and professionals working in the fields of child welfare, social services, health, mental health, and substance use and abuse;
- A communications specialist or volunteer board member tasked with coordinating agency communications or public relations;
- A planning council, coalition, or agency that has little or no experience designing communications programs; and
- An organization (community based, nonprofit, State agency, etc.) that wants to develop and promote a new service or program.

Creating change is not easy. In order for a communications program to be effective, you must clearly identify the issue that needs to be addressed; the target audience(s); the factors that influence behavior; and the channels of communication that reach, appeal to, and influence your audience.

Many public awareness and education programs fail because program planners design and base their interventions on a very cursory and incomplete understanding of the issue and the audience. In order to influence change, you must first understand the factors that shape it.

For example, the public has been saturated with the message on the importance of reducing the amount of fat consumed as part of their diet. People are bombarded with this message on a continual basis.

Despite this, most Americans have not reduced the amount of fat they consume. In part, people have not responded to the recommendation because they are unable to translate how reducing fat will affect their lives. When the message is crafted to teach a way to reduce fat without having to make major changes, people are more likely to change their eating habits.

For the vast majority of people, knowledge and awareness of an issue alone does not effect change. Leading experts agree that some of the key factors influencing the way we act include:

- Awareness and knowledge of the issue;
- Positive attitude towards the behavior;
- Perception of individual risk;
- Perceived benefits of performing the behavior;
- Perceived social norms;
- Skills to change behavior; and
- A supportive environment, which may include access to services, materials, media coverage, and other factors.

Marketing Matters helps you identify the factors that are most likely to influence change. In some cases, you may find that communications alone will not resolve the issue. However, in many cases, you may find that communications may help address your issue. For example, promoting the availability of a service, such as a hotline, through the media can be a pivotal strategy for enhancing your programs.

Marketing Matters is divided into seven chapters. We suggest that you read through the entire book to gain a comprehensive understanding of the topics and principles covered. Each chapter provides practical tips and examples to illustrate the key planning steps to creating an effective communications program. In addition, examples from grantees under "Experiences from the Field" are provided in appropriate chapters to illustrate how professionals in the field approached the various topics. After a review of the book, refer back to specific chapters as needed.

Chapter 1 focuses on identifying the issue you want to address and how to work with partners to determine effective ways to address it.

Chapter 2 helps you define the issue, target audience(s), appropriate channels of communication, and the focus of your communications intervention.

Chapter 3 outlines how to develop a communication plan. This step-by-step plan is the foundation for your program.

Chapter 4 provides guidance on how to develop concepts and materials, pre-test the materials to ensure that they are effective, and finalize the materials once testing is complete.

Chapter 5 discusses how to work effectively with the media to promote your program through news, feature, editorial, and entertainment outlets.

Chapter 6 describes techniques for implementing and managing your program. Attention is given to launching the program, managing the program, and ensuring that quality control measures are established.

Chapter 7 provides practical tips for evaluating your program. Evaluation is necessary to determine the success of your initiative. It allows you to assess the effectiveness of program implementation and whether your program produced the anticipated changes in your target audience(s).

Chapter 1 Getting Started

In This Chapter

Beginning to Address the Issue

Identifying and Working with Partners

- Reasons for Working with Partners
- Select the Best Partners for You
- Potential Challenges to Working with Partners
- Establish a Process to Work with Partners

Sustaining Contact with Your Partners

This chapter helps you

- Identify the issue your organization may address
- Decide if a communications program helps you address the issue
- Define and build partnerships to address the issue

KEY TERMS YOU NEED TO KNOW

Advisory Panel. A group of professionals who meet periodically to provide advice and direction on the program.

Distribution Partner. An organization or individual identified to deliver messages and materials to the audience(s) they serve.

Media Partner. A media outlet identified as a distributor of messages and materials. Individuals from media outlets may also assist with message and materials development.

Primary Audience. Those who are primarily affected by the issue and among whom you are trying to create change, e.g., drug abusing parents, neighbors.

Secondary Audience. Individuals who have an impact on the target audience, e.g., teachers, clergy, police officers.

Target Audience. The audience to which your program and activities are aimed.

Work Group. Individuals who come together to conduct the day-to-day activities of the program. It is important to include dedicated individuals as the effort may require a great deal of time. Members of the target audience(s) should participate in this group if possible.

Chapter 1 Getting Started

Designing and implementing a communications program begins by first identifying the issue and assessing whether or not your organization, alone or in conjunction with others, is the appropriate one to address it. Attention is given to:

- *Assessing the current abilities of your organization,*
- *Discussing potential benefits and drawbacks of taking on the project, and*
- *Identifying and working with partners in your community.*

Beginning to Address the Issue

While your organization may have an idea of the issue it wants to address, it makes sense to bring together a brainstorming group to discuss the issue and brainstorm potential ways to address it. The brainstorming session involves individuals who:

- Have knowledge of the issue and can provide insight,
- Have potential solutions to the issue or know of resources available to find answers, and
- Have an interest in discussing the issue.

The conversation is structured, takes place over a few hours, and provides a framework upon which a decision regarding the next steps may be based. During the meeting, consider the following questions.

Question	Examples
What is the issue you want to address?	High rate of incidence of child abuse and neglect within the community.
Does your organization have the capacity to address the issue and effect change?	Assess current resources, e.g., staffing and funding. Answer the question: Are we the best organization to address this issue?
What are the primary interventions that can be used to address the issue?	▪ Developing media communications ▪ Providing comprehensive services ▪ Offering skill-building workshops
What programs and services currently address the issue and how effective are they?	▪ Local organization offering parenting classes ▪ National programs and prevention activities ▪ National Clearinghouse of Child Abuse and Neglect Information
What has been done in the past?	▪ Contact other local organizations to find out what has been done in the past. ▪ Conduct research to find out about other programs and services offered.
What audience(s) is most affected by the issue?	▪ Mothers, ages 25-33 ▪ Neighbors who may be observing the abuse and neglect

Questions	Examples
What are their potential needs?	▪ Ask members of the target audience ▪ Ask individuals who provide services and support
Who is the secondary audience(s) best able to influence the primary audience?	▪ Grandparents ▪ Police ▪ Social workers ▪ Teachers
What is an overall goal?	To reduce the rate of child abuse and neglect among 25-33-year-old women by 10% during the first year of the program.
What are the overall objectives?	▪ To provide communications directed at 25-33-year-old women over the first year. ▪ Increase the number of individuals requesting services by 10% over the first year.
What are the desired outcomes?	▪ 25-33-year-old women who abuse or neglect their children will seek assistance. ▪ Mothers will attend parenting classes.
What strategy will be implemented to address the issue?	Develop a plan including time tables, staffing and budget issues, and partnerships.

You may find that answers to these questions are not readily available. Take time to find answers to any unresolved questions and develop a timetable to implement the next steps. Finding answers to these questions enables you to make a decision grounded in a clear understanding of your capacity and ability to address the issue. This exercise is helpful each time you plan to design or improve upon an existing activity or program.

Several topics may evolve from your initial meeting, including whether your organization is appropriate to address the issue. You may find that your organization does not have the resources or expertise to address the issue. Or there may be another agency or organization currently addressing the issue, and your resources may best be used to assist them with responding to the issue.

You may also learn that a communications program cannot adequately address the issue. If your goal is to improve parenting skills of 25 to 33-year-old mothers, a poster and radio public service announcements (PSA) probably is not enough. Once you have conducted additional research regarding the target audience(s), you may have a better understanding of their motivations and behaviors. Use this research as a basis to direct information and services to meet their needs. Through investigation, you may discover that the target audience is already served by several organizations. To reach them, your program may direct information through those organizations. Involving organizations that reach your target audience is a practical and efficient way to address issues that affect them.

If you decide that a communications program is appropriate, this initial meeting can help identify the target audience(s) more specifically and the channels of communication that are most effective in addressing the issues. (This process is described in further detail in Chapter 2.) In addition, your organization needs to determine the types of partnerships it wishes to form and identify individuals and organizations in the community to work with on the effort. Start by reviewing your current relationships. You may already have partners working on other programs that you can

work with on this initiative.

In addition, consider using members of your brainstorming group throughout the program. You may ask them to serve as members of a formal group, such as an advisory panel, or you may call upon them individually throughout the process if you need information or assistance on a particular issue in which they are experts. For example, a member of the advisory panel may provide you with research on the target audience(s), or someone may have a connection to a local television station you want to involve in the production and distribution of a PSA.

Identifying and Working with Partners

Partnerships enhance the likelihood that your program is successful. By developing and cultivating partnerships, you extend the reach, impact, and credibility of your program and messages. Before you reach out to potential partners, have a clear vision of what you want them to contribute. Select partners who meet some qualifications that you have established. These may include:

- Established working relationships with the target audience(s);
- Positive reputation in the community and with the target audience(s);
- Ability to commit resources (time, staff, financial, etc.); and
- Track record of teaming with community agencies.

Your partners come from various arenas, such as business, media, private sector, and other organizations. Depending on the objectives of your program, cultivate both formal and informal partnerships. Your partners may:

- Serve on a brainstorming group that periodically discusses ways to continue to address the issue;
- Serve on an advisory panel offering feedback and guidance regarding the direction and emphasis of the program and messages, and spread the word regarding the program to others;
- Serve on a work group helping to create the various components of the program and assist with implementing the program;
- Serve as distribution partners delivering the materials and messages to the community and informing their networks about the program; and
- Serve as media partners providing advice on how to work effectively with the media, information on potential media to reach the target audience(s), and assistance on the design and development of messages and materials.

Consider developing a partnership with an advertising or marketing agency. Before selecting an agency, research the firms with which you may want to work. Meet with a representative of the agency

LIST OF POTENTIAL PARTNERS

- businesses
- teachers and education associations
- social service agencies
- representatives from a media outlet
- representatives from a local public relations, marketing, or advertising firm
- the police force
- parenting organizations
- leaders from other agencies that address the issues of child welfare
- Child Protective Services (CPS) workers
- professionals in the field of alcohol and other drug abuse
- counselors and therapists
- leaders and members of religious organizations

and discuss your program. If you decide to work with one, first check references to ensure that they have a good track record. Talk frankly about your budget and expectations so that the agency understands the role that it plays. Draw up an agreement outlining how the agency and your organization plan to work together. It is worth asking if the agency is willing to donate time and service to your issue.

Depending on the complexity of the communications program, you may choose to use some or all of these types of partnerships. Attention must be given to identifying the appropriate individuals for the particular types of partnerships you want to establish.

HELPFUL HINTS

- Identify clear goals, objectives, and expectations for each group or partnership you form.
- Work with leaders in the community to make sure that appropriate partners have been identified and are being used in the most effective ways.
- Ask potential partners how they would like to be involved and try to abide by their wishes.
- Meet with each group to discuss timelines and expectations.
- Be open to feedback and criticism. Not everyone will agree about everything. Respect what your partners say and suggest.
- Acknowledge the contributions and work of your partners in finished products.

Reasons for Working with Partners

- They provide access and clout to the target audience(s) and other formal and informal leaders.
- They bring a critical pool of human, financial, and other resources.
- They provide access to important resources, information, and services.
- They promote the program in places where you may not have access.
- They help create and expand an advocacy base of support for your program.
- They expand the impact and reach of the program.
- They provide opportunities to network with other community leaders and providers.

Select the Best Partners for You

- Which organizations and individuals can lend legitimacy and credibility to your efforts?
- Which organizations have the greatest influence with your target audience(s)?
- Are there organizations and individuals that you currently have a working relationship with that may be interested in working on this issue?
- Who in your community will support a communications program?
- Which organizations have resources to contribute to your effort?
- What organizations have the best qualifications to address the issue?

Potential Challenges to Working with Partners

- Be prepared to set aside additional time to maintain your partnerships. Time is needed to:
  - maintain ongoing communications,
  - support partners' needs, and
  - convene meetings.
- It is important to share power.
- It may take energy to keep partners motivated, but their involvement is critical.

Establish a Process to Work with Partners

Partnerships are formed as a means to reach your target audience(s) in the most effective manner. Establish both

formal and informal partnerships. When establishing formal groups, such as advisory panels or work groups, consider following these steps:

- **Step 1:** Draw up a list of potential partners. Ask your colleagues and staff members if they would like to recommend others.
- **Step 2:** Decide which individuals to contact and plan an initial partnership meeting.
- **Step 3:** Send out a letter of invitation to the meeting that:
  - provides a brief history of your organization and the issue you are interested in addressing;
  - summarizes the type of group (e.g., advisory panel, distribution partner, media partner) and provides information about the group on which you are inviting them to serve;
  - details important information such as the date, time, and location of the meeting; and
  - requests that the organization, agency, or individual contact your organization to RSVP.
- **Step 4:** Confirm with participants the day, time, and location of the meeting at least one week in advance, in writing.
- **Step 5:** Draft an agenda for the meeting and send it out.
- **Step 6:** Draft the goals and objectives for the group and discuss them during the meeting.
- **Step 7:** Conduct the meeting and agree on the next steps.
- **Step 8:** Send out a letter of appreciation along with a summary of the first meeting and include information on the next meeting (if appropriate).
- **Step 9:** Revise the plan to work with the group and assign a staff member (if appropriate) to lead the group if the group did not elect their own leader.

Establish a clear process for working with each group and partnership you form. Make sure that you communicate the process with the group(s) and partner(s) so that everyone is operating from the same assumptions. For example, you may decide to work with a local television station to encourage them to air your PSAs. It may not make sense to have them serve as a group member because of time constraints. Rather, you may establish a process to effectively work together, such as contacting your partner on a bi-weekly basis to inform him/her of project progress. Develop a plan of how and when to work with partners at the beginning of the planning process.

If new partners are identified later in the process, make sure that you inform them of decisions that may affect how they participate and get them up to speed with program plans. As you read through **Marketing Matters**, other opportunities for working with groups and partners are identified.

Sustaining Contact with Your Partners

It is important to stay in touch with your partners to gauge the progress of their assigned activities, provide any needed support, and make adjustments to their roles as needed.

- Ask partners what they need to implement their part of the program (e.g., materials and technical assistance).
- Provide them with updated program materials.
- Contact them at regular intervals to offer support and obtain feedback.
- Determine how you can further enhance your partners' work.
- Thank partners and publicly acknowledge their contributions and support.

Conclusion

This chapter establishes the framework for deciding whether your organization will address the identified issue. Once your organization has determined to move forward, identifying and cultivating partners is a vital next step. The importance of identifying and working with partners, work groups, and advisory panels are reinforced throughout the book. Working with partners enables your messages and materials to reach your target audience(s) and establish vital networks that form the foundation for successful programs. Chapter 2 outlines important steps for identifying and understanding your target audience(s).

EXPERIENCES FROM THE FIELD

The Maryland Department of Human Services designed, over a 2- year period, a public education/awareness campaign linking the issues of child abuse and neglect with alcohol and substance abuse.

From the beginning, to be successful, the Depatment knew it had to enlist the support of several key organizations and individuals. While the Department had expertise to address the issues of child abuse and neglect and substance abuse, it did not have the experience to design public education programs. Aware that the project's success depended upon cultivating successful relationships with experts from across many fields, the project staff willingly sought out experts and enlisted their participation. One of the first relationships established began with the hiring of Noble Steed, a local advertising agency.

The staff of Noble Steed was eager to participate in the project. The firm indicated an interest in working with agencies and organizations to apply the techniques of advertising and marketing to social service programs. One of the first recommendations Noble Steed made was to identify an organization that could serve as a referral service for the project. In order for the public service announcements developed to be effective, a tagline indicating a number to call was critical. The project staff identified Parents Anonymous of Maryland as a potential partner.

The project staff contacted Parents Anonymous to find out if the organization was interested in participating. After several conversations, Parents Anonymous agreed to become a partner. Parents Anonymous agreed to allow its name and number to be run on the taglines and established a system to identify and track callers who contacted Parents Anonymous based on the public service announcements and awareness of the campaign.

The Maryland Department of Human Services, Noble Steed, and Parents Anonymous represented the core of the project team. During initial discussions, the group decided to enlist support from other agencies and organizations throughout the State. Subsequently, an advisory panel was assembled to serve as collaborators on various aspects of the campaign. The advisory panel identified individuals from a variety of fields, including child abuse and neglect, substance abuse, the media, and parents organizations to serve as additional resource partners. The advisory panel met on a regular basis throughout the campaign to offer ideas, make recommendations, and assist with identifying other agencies and organizations interested in participating.

While the ultimate goal of the campaign was to get substance-abusing parents to stop abusing and neglecting their children, through research and discussions the project discovered that, until the parents recognized that a problem existed, they would not take the necessary steps to seek assistance.

The project developed an approach based on raising awareness and creating acceptance of the messages. Research indicated that social peer pressure could produce changes in behavior and values in a cross-segment of the population and that advertising could be effective in supporting and strengthening peer

pressure through communications. Advertising can reach targeted populations when they are most receptive, such as when they are already watching television, listening to the radio, or reading, and deliver and package a message in a manner that is appealing to its audience.

The campaign targeted several segments of the community. The first target audience was 18-to-34-year-old women. The second target audience was all parents and other caregivers since prevention of future abuse was at least as important as, and quite possibly more realistically feasible than, correcting current situations. Finally, since there was a general denial of the prevalence of the dual abuses, the general population was considered a target. This meant that the communications approach would justifiably address the population as a whole in an attempt to reach those people who could in some way effect change. In doing so, the program could make inroads to create societal pressure for change.

The campaign was well received by the target audiences. It has garnered further recognition by earning numerous creative and public service awards in regional, national, and international competitions including:

- 1993 and 1994 EMMY Award for broadcast image/public service television,
- 1993 Marketing Excellence Award from American Marketing Association, and
- Gold medal, Houston International Festivals for public service radio.

Chapter 2 Understanding the Audience

In This Chapter

Identifying and Reaching the Audience

- Ask the Right Questions
- Find the Answers
- Make Sense of the Answers
- Segment Your Target Audience into Meaningful Groups
- Identify Channels for Reaching Your Target Audience(s)
- Assess Credible Messengers for Reaching Your Target Audience(s)

This chapter helps you

- Identify and understand your target audience(s)
- Identify the primary factors shaping the behavior you wish to impact to define the focus of your communications program
- Segment the target audience(s) into meaningful groups
- Pinpoint popular and credible channels of communication to reach your target audience(s)

KEY TERMS YOU NEED TO KNOW

Audience Segmentation. Dividing your target audience(s) into meaningful segments to help ensure that messages and materials are effective.

Audit of Publications/Media Outlets. Telephone or in-person surveys with television and radio stations or print publications to assess format, audience reach, and programming options.

Baseline. Before a program is designed or implemented, information is collected to establish the current knowledge, attitudes, and behaviors of your target audience(s).

Communication Channels. Materials or outlets that deliver messages to your target audience(s).

Focus Group. Small discussion groups, usually consisting of 8 to 10 people, to probe in-depth knowledge, attitudes, and behaviors. Focus groups may also be used to test draft messages and materials.

Knowledge, Attitude, and Behavior (KAB) Survey. Quantitative surveys that usually establish the baseline for your program. The surveys are designed to measure the knowledge, attitudes, and behaviors of your target audience(s).

Nielsen and Arbitron. Private media companies that provide information on audience media habits, ratings on the popularity of television and radio programs, and other media-related data. (A fee is often charged to access data.)

Qualitative Research. Research designed to probe audience reactions, perceptions, and behaviors, that is usually in an open-ended format that cannot be quantified.

Quantitative Research. A numerically manipulatable study, such as a survey, usually involving a fairly large sample of people using closed-ended questions that can be quantified.

Chapter 2 Understanding the Audience

As discussed in the Introduction, creating change is not easy. Conducting a sound analysis of the issue, audience(s), and channels of communication helps ensure that your program achieves its objectives.

The audience analysis is designed to answer the following questions:

- *What is the role communications may play in addressing the issue?*
- *Who is the target audience(s)?*
- *Which factors are most likely to influence change in the target audience(s) (e.g., awareness/motivation, skills, supportive environment/services)?*
- *What are the external factors (e.g., cultural, religious, legal) that affect the content and delivery of communications programs?*
- *What programs are currently addressing the issue in your community and are they effective?*
- *What are the most credible and relevant communication channels for reaching your target audience(s)?*
- *How should the target audience(s) be segmented?*

Identifying and Reaching the Audience

Understanding the factors that affect the target audience is the most important element of this analysis. Healthy behavior is influenced by many factors, so it is important to understand which ones shape it. For the majority of people, knowledge and awareness alone will not affect our actions.

This chapter helps you analyze the knowledge, attitudes, and behaviors of your target audience(s). In turn, this information helps you narrow the focus of your communications. For example, you may find that a parent is aware of the link between child abuse and drug abuse and recognizes the benefit of treatment but is afraid to seek help because of perceived social disapproval. In this instance, the communications designed create a more positive social norm around seeking help.

Similarly, you may find that a parent is aware of the link between child abuse and alcohol and other drug abuse, but does not see the benefit in stopping the abusive behavior. Many child abuse communications harshly criticize parents for abusing their children, but they fail to point out the benefits in seeking help. If you want the abusive parent to seek assistance, the messages designed should emphasize the direct and relevant benefits of seeking help to both the parent and the child.

Step 1: Ask the Right Questions

By asking questions about your target audience(s), you can focus and streamline your information. The "Chart for Audience Analysis" beginning on page 18 indicates key questions and possible sources for finding the answers. After you have collected the answers, summarize your key findings to lay the foundation for your communication plan (discussed in Chapter 3).

Step 2: Find the Answers

Finding the answers to the questions posed in the chart is not as imposing as it may seem. Many of the answers are available from existing sources such as libraries, organizations, and experts in your community.

Once you have narrowed the focus and analyzed the available information, conduct some additional assessment, such as focus groups with your target audience(s). It is of prime importance to seek information directly from your target audience(s). They can provide real and meaningful

insight into their actions and motivations.

The first step to accessing data easily and inexpensively is to find out what data already exist. For example, in many states, the Department of Social Services conducts regular quantitative surveys, known as knowledge, attitude and behavior (KAB) surveys . They may also conduct focus groups or other qualitative research that is available for analysis.

Possible data sources and assessment methods available for finding answers about your target audience include:

POSSIBLE DATA SOURCES

- Consultation with experts on child abuse, locally and nationally. They can expedite the process by referring you to existing data and articles as well as other experts. Be efficient and prepared when you approach these experts and community resources. Contact a variety of national clearinghouses, such as the National Clearinghouse on Child Abuse and Neglect Information, to access a wide variety of resources including bibliographies, resource books, articles, and experts. Create a consolidated list of questions, meet with or call key experts and contacts in various agencies to determine the availability of data, and then solicit their assistance in getting the answers. (You may be able to access many of these people through your partnerships, discussed in Chapter 1.).

- Review local, State, and national KAB surveys. These quantitative surveys, conducted among a fairly large sample of people, provide very reliable data, as well as a measurable baseline for your program. Typically, the surveys measure many of the factors influencing behavior, such as knowledge of an issue, attitudes, skills, and perceived social norms. Your State child protective agency, social service agency, or local substance abuse prevention organization may have already gathered this information.

  If such a survey does not currently exist, explore options for conducting your own KAB or adding relevant questions to existing surveys. For example, in one State, a child abuse prevention agency worked with the Census Bureau to add some key KAB questions to an annual census, at no cost (see Chapter 7, for more details on conducting these surveys).

- Conduct a literature review that involves a library search for relevant published articles and studies on your target audience(s). You may also obtain census data and other statistics at your local library.

- Conduct focus groups with your target audience(s). Typically, these qualitative, small group discussions are designed to gain insight into why people have specific attitudes or follow certain actions. Focus groups are often a good complement to KAB surveys, which tell you what people think and do but not why (see Chapter 4 for a discussion of how to conduct a focus group).

Chapter 2 Understanding the Audience

Chart for Audience Analysis

To help guide the process, provided below is a set of key questions along with possible data sources.

KEY QUESTIONS AND DATA SOURCES: AUDIENCE ASSESSMENT

Key Questions	Possible Data Sources
What is the issue?	Reported statistics on child abuse and neglect
What is the demographic distribution of individuals affected by the issue (e.g., age, gender, race, ethnicity, economic level)?	Reported statistics on child abuse and neglect
Who is the target audience(s), and what is its size(s)?	Census Bureau data Reported statistics on child abuse and neglect
Is your target audience(s) aware of the issue?	▪ KAB surveys ▪ Focus groups ▪ Consultation with experts ▪ Literature reviews ▪ Internet
Does your target audience(s) have the necessary facts about the issue? Does your target audience(s) know how to prevent or respond to the issue?	▪ KAB surveys ▪ Focus groups ▪ Literature reviews ▪ Consultation with experts ▪ Interaction with clients
Does your target audience(s) believe they are at risk or are putting others at risk?	▪ KAB surveys ▪ Focus groups ▪ Interaction with clients
Does your target audience(s) recognize the benefits of changing their actions?	▪ KAB surveys ▪ Focus groups ▪ Literature reviews ▪ Interaction with clients

Key Questions	Possible Data Sources
Does the target audience(s) feel they will receive positive social support if they adopt the new actions? Do social norms support or undermine change?	▪ KAB surveys ▪ Focus groups ▪ Literature reviews ▪ Interactions with clients
Can these actions be performed? Is it realistic?	▪ KAB surveys ▪ Focus groups ▪ Literature reviews ▪ Interactions with clients
Does the target audience(s) believe the new actions can be performed? Is it realistic?	▪ KAB surveys ▪ Focus groups ▪ Interactions with clients
What are the misconceptions among your target audience(s) regarding child abuse and neglect?	▪ KAB surveys ▪ Focus groups ▪ Interactions with clients
Does the target audience(s) have the skills to perform the desired actions?	▪ KAB surveys ▪ Focus groups ▪ Literature reviews ▪ Interactions with clients
Does the social environment support change? Are needed services and materials available and accessible to your target audience(s)?	▪ Analysis of relevant laws, policies, media coverage ▪ Audit of community services and materials
Are there any other barriers to change?	▪ Consultation with experts ▪ KAB surveys ▪ Focus groups
Are individuals starting to change? What are the trends?	▪ KAB surveys ▪ Reported statistics on child abuse and neglect
Are some individuals reverting back to risky behaviors?	▪ KAB surveys ▪ Increase in reported cases of child abuse and neglect
What individuals or groups influence the target audience(s)' actions?	▪ Consultation with experts ▪ Focus groups ▪ Literature reviews

Step 3: Make Sense of the Answers

After conducting the assessment, you are in a very good position to answer the following pivotal questions:

For each target audience(s) identified, **what is the focus of your communications programs?**

Specifically, **will your communications programs be designed to address knowledge, attitudes, benefits, skills, social norms, and/or the availability of services?**

Over time, you may address all of these variables. Typically, programs start with increasing awareness and knowledge and then address perceptions of risk, benefits, and skills. However, in many cases, only one or two factors may be important determinants of behavior, particularly if awareness and knowledge levels are already high.

What outcomes do you want the target audience(s) to exhibit?

Based on your communications program, what specific changes do you expect to occur, such as changes in knowledge, attitudes, skills, or perceived benefits? The answer to this question helps establish specific objectives for your program. These objectives serve as important measures for assessing whether the desired outcomes are accomplished. Remember, change is a multistep process. As a result, it is important to measure success in achieving these intermediate stages of change, such as raising awareness as well as eventual changes in behavior.

What role does communications play in creating change?

Based on your analysis, determine the realistic role that communications can play in addressing the issue. For example, you may determine the most important factor influencing positive change is providing accessible services for the target audience(s). In this case, the communications may be limited to promoting the availability of the services. In another case, you may find current laws and policies are the primary deterrent to seeking treatment; your communications program may then be designed to educate policy makers rather than the public.

Step 4: Segment Your Target Audience(s) into Meaningful Groups

Different groups of people often respond differently to information and messages. To effectively reach your target audience(s), it may be important to divide (or segment) them into different groups. For example, your strategy for reaching parents will undoubtedly be different from your strategy for reaching children. Similarly, within the group of parents, you may find important differences based on their actions (some are abusing their children, others are not) and demographics, such as age, gender, race, ethnicity, and economic level.

The basic principle underlying audience segmentation is simple: people respond differently to messages depending on behavioral, demographic, cultural, and other factors. Audience segmentation offers at least three benefits:

1. It helps in the development of messages that meet the real needs of each group;
2. It helps to identify affordable ways to reach a group; and
3. It helps provide a systematic, rather than a scattered approach, to reaching your target audience(s).

Meaningful segmentation results in the definition of homogeneous groups that are large enough to warrant the use of resources to reach them. It is impractical, and usually unnecessary, to divide your audience into too many small groups. Pay careful attention not to over segment your target audience(s).

Behavior drives segmentation. Although it is very important to understand variables like literacy, race, ethnicity, and media habits, these variables are not the main factors driving audience segmentation. Rather, differences in knowledge, attitudes, skills, and behaviors are the main focus. Remember, once the target audience has been segmented by awareness, attitudes, or behavior, then segment the audience by other factors, if necessary.

For example, if you are trying to reach parents who abuse alcohol and their children, you may segment this group into those who:

1. Have never sought help;
2. Those who have sought some assistance, but continue to abuse their children; and
3. Those who are successfully seeking assistance.

In turn, your communications are designed to address the key factors influencing each group. Your audience assessment gives you clues about the different types of segmentation that make sense.

Once the group is segmented based on behavioral characteristics, it is then important to consider segmenting the audience on other relevant variables, such as gender, race, ethnicity, economic level, and language.

Step 5: Identify Channels for Reaching Your Target Audience(s)

This section helps identify possible channels for reaching your target audience(s). When channels are selected based on intuition, the message may never get to the target audience(s). To successfully reach your target audience(s), identify the most popular and credible communication channels among each group. Channels may include the media, materials, such as advertisements or brochures, and interpersonal communications, such as community leaders and service providers. The more defined your target audience(s) becomes, the less likely it is that you will choose media channels that reach a large audience. For example, if you are focusing on Latino women aged 18-24, design a poster and place it in locations in the community where the target audience lives rather than develop a television PSA broadcast to a wider audience.

Key questions for identifying the best communication channels, along with potential data sources, are described in the following chart.

KEY QUESTIONS AND DATA SOURCES: CHANNELS OF COMMUNICATION

Key Questions	Possible Data Sources
What are the most popular communication channels among your target audience(s) (e.g., number of hours per day spent with TV, radio, print, community groups)?	▪ Commercial data, such as Nielsen and Arbitron ▪ Media trade associations ▪ Education organizations ▪ Focus groups ▪ Surveys
What are the most popular radio stations, television programs, and viewing and listening times among your target audience(s)?	▪ Commercial data ▪ Local advertising/public relations agencies ▪ Audit of TV outlets ▪ Audit of radio stations
What are the most popular print publications among your target audience(s)?	▪ Commercial data ▪ Local advertising/public relations agencies ▪ Audit of publications and circulation
Is there billboard or transit advertising in your community? Number of and reach of locations?	▪ Audit of local companies who own or manage use of space

Key Questions	Possible Data Sources
Which movie theaters/live theaters are most popular? Are there opportunities to place public service announcements (PSAs)?	▪ Assessment of popularity and geographic location ▪ Contact local theaters
How popular are rental viedotapes among your target audience(s)? Do video rental stores provide public service programs for free?	▪ Commercial data ▪ Proprietary data from video rental companies ▪ Literature review
What is the geographic distribution of media coverage? Does it reach all of your target audience(s)?	▪ Media directories, such as Bacon's, which may be found at a local library or through a local public relations agency, that provide lists and descriptions of media outlets
Are local TV, radio, or print outlets looking for programming, PSAs, or story ideas?	▪ Audit of media outlets ▪ Consultation with experts
In general, how popular are different formats with your target audience(s) (e.g., talk shows, news, entertainment, dramatic series)?	▪ Commercial data ▪ Focus groups
Are there any restrictions in place by media outlets regarding placement of PSAs or content of programming?	▪ Consult with experts ▪ Audit of media outlets
Where else does your target audience(s) spend time (e.g., work place, commercial outlets, religious institutions)?	▪ Consult with advertising/ public relations agencies to access commercial data ▪ Focus groups ▪ Quantitative surveys
Where does your target audience(s) seek services?	▪ State and local social services department statistics ▪ local chapter of the American Medical Association
Where does your target audience(s) seek services regarding child abuse and neglect?	▪ State and local social services department statistics ▪ Consult with colleagues

To be successful, you do not have to find answers to all of the questions posed. Choose the questions that help you gather relevant information about your target audience(s). Some of the most common data sources include commercial media habit surveys sponsored by Nielsen and Arbitron, which you may access through local public relations and advertising agencies. Also, consult with media trade associations, such as the American Association of Advertising Agencies or the local Advertising Club, which may provide free, general data on your target audience's media habits. Consider directly contacting media outlets in your community to obtain answers to some of the questions contained in the chart. Finally, obtain data from your target audience(s) on communication channels they use through KAB surveys and focus groups.

Selecting the Right Channels. As we will discuss in Chapter 3, your final choice of channels is based on four other criteria, in addition to target audience media habits. The four criteria are:

1. Communications objectives,
2. Reach of the channel,
3. Affordability, and
4. Opportunities for multiple exposures to the message.

Chapter 3 provides guidance on selecting the right channels for your program based on these criteria.

Step 6: Assess Credible Messengers for Reaching Your Target Audience(s)

Identifying the most popular and credible messengers to communicate your messages is a key step in the process. Keep in mind that some messengers may be very popular with the target audience, but they may not be a relevant spokesperson for the issue. Consider the risks of using different types of messengers when selecting the most appropriate spokesperson. For example, while an entertainer may be popular with your target audience, his/her past behavior may affect the message he/she delivers regarding your issue.

Key questions to identify messengers include:

KEY QUESTIONS AND DATA SOURCES: MESSENGERS

Key Questions	Possible Data Sources
Who are the primary public figures who reach and influence your target audience(s) (e.g., media figures, entertainers, sports figures, political leaders, religious leaders)?	▪ Focus Groups ▪ Content analysis of media coverage and advertising ▪ Advertising/public relations agencies ▪ Commercial surveys
Who are the most credible spokespersons and role models around issues of child abuse and neglect?	▪ Focus groups ▪ Surveys with the target audience(s)
Are there other popular community figures, such as teachers, employers, professionals?	▪ Focus groups ▪ Surveys with the target audience(s)
Who are the peer and opinion leaders among your target audience(s) (e.g., friends, family members)?	▪ Focus groups ▪ Observational studies of peer groups

Conclusion

By taking time to understand your audience and identify relevant channels and messengers, your program is based on a solid foundation. Without a solid foundation, it is unlikely that your program can produce the desired results. With the right foundation, you can develop an affordable program that produces meaningful changes among your target audience(s). This assessment forms the basis for the communication plan you will develop in Chapter 3.

Chapter 2 Understanding the Audience

EXPERIENCES FROM THE FIELD

Initially, South Carolina Cares and their partners wanted to target parents who abused their children. The professionals believed that targeting the abusers with hard-hitting messages would be an effective approach to impact behavior among the abusers.

During initial meetings, the group identified two guiding objectives for the public awareness and public relations campaign:

- Increase the public's understanding of the relationship between substance abuse and child maltreatment and how help was available in the local communities for those seeking it; and
- Assist families and children involved with child and substance abuse in finding help in their local communities through a 24-hour information and referral service established under the project.

In an effort to verify the group's assumption about the target audience, focus groups and interviews were conducted, and information was gathered from the South Carolina Household Survey, which was administered twice a year. The project discovered that enablers, individuals such as grandparents, neighbors, clergy, or friends, who know that a person is abusing their child, were in the best position, and indicated a willingness to report incidences of child abuse and neglect.

The research indicated that abusing parents would be a difficult group to reach, and if parents were reached, there would be little success in affecting their behavior. Based upon analysis of the research, the group decided to switch its focus from abusing parents to enablers.

The research also indicated that the campaign would be more successful if a regional approach was developed. Since South Carolina has distinct regions with particular nuances, the campaign would reach more people if particular public service announcements had a regional flavor to them.

Through a thorough analysis of the target audience, the campaign was able to direct specific messages to specific groups based upon region. For example, in the low country, a message using a member of the clergy as the spokesperson was developed asking the congregation to consider the importance each person plays in affecting the lives of children. The minister called upon the congregation to accept the responsibility to report child abuse and neglect, reminding them that each adult has a stake in a child's life.

Chapter 3 Creating A Communication Plan

In This Chapter

Putting the Plan Together

- Define the Issue and Target Audience
- Identify Partners and Alliances
- Establish Communication Goals and Objectives
- Select Communication Channels
- Identify Potential Messages, Materials, and Activities
- Establish the Assessment Framework
- Create a Timeline
- Identify Management and Staffing for the Program
- Set Program Budget

This chapter helps you

- Create a blueprint for your communications program
- Provide a consistent roadmap for participating partners
- Set measurable objectives that provide benchmarks for evaluation

KEY TERMS YOU NEED TO KNOW

Advertising Agency. A firm that specializes in planning and handling mass selling details for advertisers.
Communication Plan. A written strategy that details the framework and establishes the foundation for your communications activities.
Fotonovellas. Short stories with pictures that are popular among Spanish-speaking cultures.
Goals. Describe the overall change desired that can be achieved through communications.
Marketing Firm. A firm that provides needed direction for production and helps make sure that the right products are produced and available to particular consumers.
Objectives. Describe the intermediate steps needed to achieve the goal.
Public Relations Firm. A firm that provides broad based communications to establish a relationship with the public to promote a positive image.

Chapter 3 Creating A Communication Plan

Developing your communication plan is the final stage in the assessment and planning process. The plan lays the foundation for communication activities and program evaluation. It provides a consistent and specific roadmap to follow as you and your partners design and implement activities.

The plan defines:

- *The issues(s) to be addressed and the target audience(s)*
- *Communication goals and objectives*
- *Communication channels to be used*
- *Potential message concepts, activities, and materials*
- *Partners and alliances*
- *Evaluation strategies*
- *Timeline*
- *Management and staffing issues*
- *Program budget*

Putting the Plan Together

Your plan is firmly based on the target audience and channels research you conducted in Chapter 2. Also, it is shaped by other factors, such as resources available to implement the program and potential partners who can bring resources to the program. To develop the plan, complete the following:

- Use the worksheet at the end of this chapter, along with the suggested tips, to create a draft plan. Seek the input and ideas of your staff through brainstorming sessions to refine the draft outline.
- Conduct a strategy development meeting with outside experts and key partners to solicit ideas and recommendations. Use the draft outline as a guide for brainstorming at the meeting. Design your meeting to solicit their ideas.
- Finally, build in enough time for your meeting. Plan on at least a 1-day meeting in order to brainstorm all of the key elements.

Be open to new strategies. In the end, your draft plan may look very different, but it may be substantially improved through this collective process. Take advantage of your partners' expertise by allowing them to make substantial revisions, or in some cases, even start from scratch. This interactive process helps generate the best approach and partner support for the program from the beginning.

- Test the plan with your target audience(s). Ideally, include two to three people from your target audience(s), such as parents or care givers, in the strategy development meeting. Also, test the revised plan with members of your target audience(s) through small discussion or focus groups.

Adapt your plan as necessary. A communication plan is a living document. Based on message and materials testing, professional review, and evaluation results, it may require revisions throughout the life of the program. However, stay true to the overall objectives to ensure a valid evaluation.

Key Elements of the Plan: a Step-By-Step Guide

Step 1: Define the Issue and Target Audience(s)

The first section of the plan identifies the issue your communications program will address, along with the primary and secondary target audience(s). This information

is drawn from your audience and assessment analysis conducted in Chapter 2.

- Begin by broadly defining the overall issue. For example, a high prevalence of alcohol abuse is associated with high levels of child abuse and neglect.
- Next, list your primary audience(s)—those primarily affected by the issue (e.g., alcohol and other drug abusing parents, family or friends who can make referrals). Then, identify your secondary audience(s): those who can influence the primary audience and help implement the program (e.g., teachers, police, physicians).
- Describe your audience segments. Further define the specific segments of your audience you are trying to reach and motivate. The first part of segmentation is driven by behavior. For example, are you trying to reach drug and child abusing parents who are currently in treatment? Have tried treatment, but left? Or have never sought treatment?
- After defining the group by behavior, consider whether further segmentation is required by factors such as race, ethnicity, gender, age, economic level, geography, and language. In the end, your program may be designed to reach men who abuse drugs and their children, have never sought treatment, are ages 30-45, and live in the suburbs.

Step 2: Identify Partners and Alliances

As discussed in Chapter 1, partnering with organizations and individuals is a cost-effective way to enhance the reach and credibility of your program and messages. In your plan, list the potential partners, along with suggested roles, responsibilities, and activities.

In this section:

- Provide names of potential partners (e.g., public agencies, professionals, police, media outlets, advertising and public relations agencies, parenting groups).
- Describe possible roles of partners (e.g., provide in-kind services, provide funding, donate free airtime, distribute program materials, participate in media outreach activities, issue statements of support for your program, participate in advisory panels and work groups).
- Describe your plan to approach partners to seek their involvement and keep them involved. This involves developing messages, with special emphasis on benefits, to spark their interest. Also, identify how to involve them throughout the program (e.g., participate in advisory panel or strategy meeting, review of program materials, conduct individual meetings, maintain regular telephone contact, send written updates, invite them to participate in press events and other program activities, and ask them to play a role in evaluation).
- Set measurable objectives for partner involvement and develop assessment criteria for partner participation. Assessment may be based on the number of partners involved and/or level and content of activities partners conduct in support of the program.
- Identify activities for working with partners throughout program implementation. For example, prior to a press event, inform your partners through advance meetings or mailings.

Step 3: Establish Communication Goals and Objectives

Communication goals and objectives establish what your communications program is designed to accomplish. They play a pivotal role in program design and evaluation. If they are not clear and action-oriented, your program may be unfocused and ineffective.

Chapter 3 Creating A Communication Plan

Goals describe the overall change desired in behavior that can be achieved through communications. For example, reducing the number of mothers abusing alcohol and other drugs and are at risk for child abuse, or increasing the number of family and friends seeking help to address these issues. Goals must be specific and measurable. Objectives describe the intermediate steps needed to achieve the goal. They may be tied to increasing awareness or knowledge, changing attitudes, improving skills, or reducing barriers. Objectives may also relate to partner participation. Objectives must be clear, actionable, specific, attainable, measurable, and time-specific. In addition, objectives are developed for each audience(s), as appropriate.
Goals and objectives should be realistic. You do not want your program to be considered a failure because you set unrealistic expectations. In order to set measurable goals and objectives, you need to establish a baseline. To set realistic goals and objectives, a researcher, statistician, or epidemiologist may help you determine recent rates of change related to your issue.

Step 4: Select Communication Channels

In Chapter 2, you identified the most credible and popular communication channels among your target audience(s). Next, determine which of these channels helps achieve your objectives. Some channels are more effective in creating awareness (e.g., advertisements, news coverage),while others are more effective in building skills (e.g., talk shows, live courses). At the end of this chapter, the **Channel Selection Matrix** assesses the types of channels available to reach your communication objectives. In Chapter 4, additional information on the "pros and cons" for each type of material is provided.

Your job is to match the communication objective with the right type of channel(s) to reach your target audience(s). For example, while news is a great channel for creating awareness, it may not be popular among your target audience(s). Using the chart and your audience assessment, identify channels that can reach your target audience with the message you want to deliver.

In summary, channels are selected based on the following criteria:

- **Communication objectives.** Are you attempting to raise awareness, build skills, or create a social norm?

EXAMPLES OF GOALS AND OBJECTIVES

Goal #1:
To increase the number of addicted parents who seek treatment by 15 percent.

Objectives:
- To increase the number of parents by 50 percent who are aware of local hotline services and numbers.
- To increase the number of health care providers by 30 percent who give information about services to their patients.

Goal #2:
To reduce the prevalence of alcohol and other drug abuse and child abuse among parents by 5 percent.

Objectives:
- To increase the number of parents who can practice effective parenting skills by 15 percent.
- To increase the number of parents participating in local parenting skills classes by 25 percent.

- **Target audience(s) reach and credibility.** Does a newspaper or magazine have more sway with parents than television? How many people does each channel reach?
- **Cost.** Your budget influences the type of channel chosen. However, keep in mind that partners can make valuable donations (e.g., production, public service time/placement) to extend the reach of your program and messages.
- **Opportunities for multiple exposure to the messages.** Assess how often a media outlet might feature your message (e.g., multiple airings of PSAs, or a series of feature stories). Repeated exposure increases your program's cost-effectiveness and impact.
- **Use a mix of channels.** Often the best approach is to use an appropriate mix of channels to reach the target audience(s) over an extended period of time. A news story generally has a short life, whereas PSAs are likely to receive repeated airplay.

Step 5: Identify Potential Messages, Materials, and Activities

Based on your audience assessment discussed in Chapter 2, briefly outline the information, attitudes, or skills to be communicated. Identify the preliminary messages and concepts, placing special emphasis on benefits to the audience, you think will motivate them to change their attitudes or actions. Chapter 4 discusses how to test these concepts with your target audience(s).

- Describe the key materials to be developed based on your recommendations of specific channels in step 4. For example, if you plan to generate news coverage, consider creating press kits and other press materials (Chapter 4 addresses these types of activities.). If you plan to advertise, specify TV, radio, print, or transit PSAs. If you plan to develop print materials, consider developing a brochure, comic book, or poster.

This section also defines the major activities to be conducted, such as strategy development meetings, press events, partnership activities, ongoing outreach to reporters, and marketing of public service advertisements. You need this level of detail to determine your program timeline and budget.

Step 6: Establish the Assessment Framework

In this section, define your specific plans for tracking and evaluating your program's effectiveness. Assessment of your program is critical to its success, and it does not need to be difficult or time consuming. Real benefits are derived from conducting assessments of your program and activities. By doing so, you will be able to:

- Determine if your program is successful and meeting its goals and objectives;
- Demonstrate to grantors that your program is effective;
- Manage your program responsibly;
- Make adjustments to your program, if appropriate; and
- Use the findings to support funding in the future.

In order to conduct an effective evaluation, you must put some key pieces in place at the start of the project (see Chapter 7 for guidelines on how to conduct evaluations).

- Track what has been accomplished. At the start of your program, collect or identify baseline data, as discussed in Chapter 2. This data is also used to establish your measurable objectives. For example, what percentage of parents currently participate in parenting classes? This type of data is used to determine whether you have achieved the desired outcomes from your target audience(s).
- Describe your plan for conducting a process evaluation that assesses the development, management, and effectiveness of program implementation. This type of evaluation helps identify mid-course corrections in your program to ensure program effectiveness. For example, if you

discover that a local television station is not airing your PSAs, you can increase marketing efforts to generate regular airplay (for details on process evaluation, refer to Chapter 7).

- Develop a plan for conducting an outcome evaluation that assesses whether the program achieved its objectives and desired outcomes. Typically, outcome evaluation is conducted through KAB surveys administered after the program has been introduced to the target audience(s) (refer to Chapter 7 for details on outcome evaluation).
- Build in ongoing evaluation, at planned intervals, to assess the outcomes (e.g., changes in knowledge, awareness, skills) of the program. Use this information to change the focus of your program to meet the current needs of your target audience(s). For example, if a press event has been highly successful in increasing awareness (up to 90 percent), you may then change the focus of the program to changing attitudes or improving skills. Spending more time or money on awareness may be a wasted effort.

Step 7: Create a Timeline

A well thought-out timeline keeps your program, staff, and partners on track. A few key points to effective timelines include:

- Create a step-by-step listing of development and implementation activities. Build appropriate and reasonable review time into all relevant activities, such as approval of broadcast and print materials. On your timeline, indicate the activity, due date, and person(s) responsible.
- Be prepared to modify your timeline, as necessary, and keep your staff and partners informed about any changes. The "Communication Plan Worksheet" offers a sample format.
- Solicit the input of your staff and partners before your timeline is finalized to ensure they can carry out their responsibilities in the proposed time frame. Provide your timeline to partners to ensure everyone is synchronized.

Step 8: Identify Management and Staffing for the Program

Develop an outline of the key people who will be responsible for implementing the program.

- Ensure clear communication and accountability by identifying the project leader and other individuals, as necessary, who will have responsibility for coordinating specific activities. Share this information with all relevant staff.
- Outline anticipated partner roles for key elements of your communication plan. Once partners have been selected, develop letters of agreement outlining specific responsibilities and duties, particularly if partners are donating significant in-kind services.

Step 9: Set the Program Budget

Clearly, your budget drives the final components of your program. However, do not eliminate potential activities at this point simply because you may not have the funds available. Explore available options to secure funding.

- Seek out resources from a variety of sources beyond your own agency (e.g., in-kind donations, corporate funding, media donating airtime, and partners printing/distributing materials). Before you implement your program determine your final budget to ensure core activities can

be carried out. There is nothing worse than getting halfway through your program, running out of funds, and then finding out that these partially implemented activities did not achieve any of the desired effects. As you plan your program, set a specific time period for fundraising, such as 4 months, and then modify your communication plan based on available funds.

Conclusion

After creating a communication plan, you and your partners have a specific and strategic roadmap that helps ensure success. This roadmap outlines what you plan to accomplish, who you are trying to reach, how you plan to reach them, how you will evaluate your success, and what resources are needed to implement the program. The process also establishes benchmarks for evaluating the process and outcomes of your program. Chapters 4 through 7 help you explore more specifics to refine and complete your communication plan.

COMMUNICATION PLAN: WORKSHEET

1. Title of Program: _____
2. Sponsoring Agency: _____
3. Project Director: _____
4. Definition of Issue (Why is the program being developed?) _____

   _____

   _____
5. Potential Partners and Activities (List) _____
6. Primary Target Audience(s) (Who is affected; whose behavior are you trying to influence?) List in priority order.

   A. _____

   B. _____

   C. _____
7. Specific Target Audience Segments (What are the specific subsegments by behavior and other important variables, such as race, ethnicity, gender, age, economic level, and language?)

   A. _____

   B. _____

   C. _____
8. Secondary Target Audience(s) (Those who influence the primary audience(s) or help implement the program, such as family, friends, care providers, local parenting groups, and police.)

   A. _____

   B. _____

   C. _____
9. Communication Goals (Specify overall desired actions, make measurable.)

   1. _____

   2. _____
10. Communication Objectives (Intermediate steps to achieve goals, such as changes in knowledge, attitudes, skills, and social norms; quantify when possible.)

    1. _____

    2. _____

    3. _____

11. Communication Channels to Reach Each Target Audience (For each audience, identify each objective and the relevant channels.)

Audience #1: _____ Objective: _____

Channels: _____

Audience #2: _____ Objective: _____

Channels: _____

Audience #3: _____ Objective: _____

Channels: _____

12. Potential Messages, Materials, and Activities (For each audience segment, identify primary messages, content, materials, and activities)

Audience #1: _____

Primary Messages/Content: _____

Materials: _____

Activities: _____

(Repeat for each audience)

13. Assessment Framework

Type of Evaluation	Proposed Methodology	Timeline
Formative research (to explore KAB, test concepts and materials)		
Process evaluation (to measure effectiveness of implementation)		
Outcome evaluation (to determine if your program produced the desired results)		

14. Program Timeline (Specify program development and implementation activities, including review and approval.)

Activity	Date	Individual Responsible

15. Management and Staffing of Program

Consider creating an overall organization chart for your project, such as:

Major Program Activity	Lead Staff or Partner
Project Direction/Management	
Research and Evaluation	
Strategy Development	
Materials Development/Creative	
Media Outreach/Public Relations	
Administration/Budget	
Partnership Building	

16. Program Budget

Estimated costs for staff time, materials production, materials dissemination, and other costs.

Budget Item	Estimated Cost
Research and Evaluation (formative process, outcome)	Staff time, plus outside vendors, sub-contractors
Program Planning	Staff time
Materials Development	Staff time, plus outside vendors, sub-contractors
Media Outreach	Staff time, plus outside vendors/sub-contractors
Partnership Building	Staff time

CHANNEL SELECTION MATRIX

Channel	Awareness/ Knowledge	Skill-Building/ Role Modeling	Social Norms	Frequent Repetition of Messages	Cost
Brochures	x	x			Low to medium
Cartoons/ Comics			x		Low
Direct mail	x				Medium to high
Dramas/ Performances	x	x	x		High
Fotonovellas	x			x	Medium
Magazines/ Feature articles	x	x	x		Low
Music/Music videos	x		x	x	Medium to high
News/ Editorials	x		x		Low to medium
One-on-one programs	x	x	x		High
Posters	x				Low to medium
Public Service Advertising (Print, Radio, TV)	x		x	x	High (if professionally produced)

Chapter 4 Developing and Pretesting Materials

In This Chapter

The Creative Process

- Develop Relationships with Advertising and Public Relations Firms and Consultants
- Identify and Test Message Concepts
- Identify Options for Materials Development
- Develop Criteria to Evaluate Produced Materials

Pretesting Materials

- Identify Options to Test Materials
- Understand the Nuts and Bolts of Testing Approaches

Finalizing Materials Development

- Revise Materials
- Understand Legal Issues

This chapter helps you

- Obtain assistance from advertising, public relations, and design experts
- Understand the variety of possible concepts and materials to be produced for your program
- Develop affordable techniques and tools for testing your materials and messages

KEY TERMS YOU NEED TO KNOW

Focus Group. A small meeting held with 8-10 members of the target audience(s) to obtain their reactions and feedback on a specific topic or materials. The group setting allows for interaction and discussion among the participants.
Public Service Announcement (PSA). An advertisement, typically television or radio, which is used by network or local stations at no charge. A print PSA may be published for free by a newspaper, magazine, or newsletter.
Point-of-Purchase Materials. A form of advertising such as fact sheets or tear-off pads that are distributed to customers in commercial businesses.
B-roll. Background video or audio footage that is provided to television or radio stations to give them visuals they may use in developing a news or feature story.
Live Announcer Scripts. Written text provided to radio stations to be read over the air by their announcer or disk jockey.
Radio Actuality. Short, taped audio segments that provide a sound "bite" to radio stations on a particular topic.
Screener. A short list of questions used to determine if potential interview participants meet the criteria of your target audience(s).
Tagline. A short message placed at the end of a print or broadcast advertisement, brochure, or flyer indicating where to write or call for more information on a particular issue. This is where materials can be localized.

Chapter 4 Developing and Pretesting Materials

Now that you have completed your communication plan, you can move forward to the next phase: developing and testing concepts and materials. Producing quality materials that reflect the needs of your target audience(s) ensures that your messages are communicated in the clearest, most persuasive manner possible. This chapter explains how to work with communication firms and consultants and outlines the most feasible and affordable options for materials development and testing.

The Creative Process

Step 1: Develop Relationships With Advertising and Public Relations Firms and Consultants

If you do not have the resources and staff within your organization to design and produce your own materials, you may consider enlisting the help of an advertising or public relations agency or an individual consultant, such as a graphic designer.

Assess Your Budget. Know how much funding you have before you approach an advertising or public relations agency or a consultant. Before you meet, have a general sense of your budget for developing and pretesting materials. An agency or consultant will be able to assist you in developing specific estimates for materials. If you have limited funds, do not be discouraged. Sometimes agencies or consultants are willing to work at a reduced rate or provide *pro bono* (free) services for public service programs focusing on important issues such as child abuse and substance abuse.

Know What You Want. When you approach an agency or consultant for help, be very specific about the type of assistance you are seeking. Make a list of the types of services you need, such as materials design and production, message and materials testing, or program marketing and promotion.

Do Your Homework. Survey your community for effective, high quality materials other organizations have developed and find out who produced them. Make a list of agencies and freelance consultants and contact them for appointments to discuss your program. If you do not know of any companies in your area, look for directories of agencies at the library or call a local chapter of a national public relations, advertising, or communications association for ideas (e.g., Public Relations Society of America; Women in Communications, Inc.; and American Association of Advertising Agencies). During

Develop a List of Agency Benefits. You will have more success obtaining in-kind assistance from advertising and public relations experts if you provide them with incentives. How will they benefit from helping your organization? For example, working with you may allow an agency to:

- Enhance their credibility and reputation within the community as a provider of public service;
- Increase potential for future paid work from your organization if you receive funding for other projects requiring advertising/public relations expertise;
- Increase potential for future new business in the field of child welfare, community service, and education through promotion of their involvement and assistance in your program;
- Establish and maintain key professional contacts in the field; and
- Increase their eligibility for industry awards for public service programs or materials.

the meeting, ask about their experience and look at samples of work they have produced for other clients. Discuss their overall strategic approach to designing and developing materials.

Keep in Regular Contact. Once you have selected an agency or consultant with which you plan to work, establish a system of communication. Who will be the day-to-day contact on the project? Develop a contract and lay out a specific timeline, review process, and budget for the project. Hold regular meetings to discuss the creative strategy, message development, and materials production. Stay involved throughout the process, however, remember to be respectful of their knowledge and expertise.

Develop a Creative Brief. When you begin working with an agency or consultant, provide the basic information about the program strategy. As background, you may also give them a copy of your communication plan. On this page is a worksheet to help you develop your own creative brief.

SAMPLE CREATIVE BRIEF

Project (educational brochures, videos, etc.): _____

Distribution quantities: _____

Goals: _____

Measurable Objectives: _____

Target audience(s) (primary and secondary): _____

Current perceptions (specify by audience(s)): _____

Desired perceptions, knowledge, skills, etc. (Specify by audience(s)): _____

Obstacles to achieving desired perceptions, knowledge, skills, etc.: _____

Proposed messages: _____

Potential channels and messengers: _____

Tone and manner (academic, light, serious, etc.): _____

Look (corporate, flashy, homespun, technical, etc.): _____

Step 2: Identify and Test Message Concepts

The process of developing and testing new program materials begins by identifying specific message concepts. Message concepts are central ideas that are presented to your target audience(s) in order to increase their awareness, change their attitudes, or motivate them to adopt desired behaviors. In a sense, the message concept represents the reason you are giving the target audience(s) for doing something. In Chapter 3, you identified preliminary message concepts as part of your communication plan. Working together with an agency or consultant, refine those initial ideas.

Following are some guidelines to developing message concepts:

- **Understand Your Audience(s).** Base your messages on the results of your audience assessment: what they want to know, what appeals to them, and

what encourages them to take action.

- **Talk to Professionals.** Call or meet with experts in your community, such as child welfare professionals, social workers, physicians, clinic workers, or others to obtain their advice and ideas on what messages will most effectively reach the target audience(s).
- **Communicate Clearly.** Develop message concepts that are easy to understand and contain only necessary information. Do not use technical, scientific, or medical terms. Speak in the language of your target audience(s).
- **Maintain Credibility.** Use spokespersons who are trustworthy and credible. If your target audience(s) does not have confidence in the source of the information, your message will be lost.

Tone Matters. Based on research, benefit-driven (using positive information) messages are generally more effective at creating change than fear-based (using frightening information) appeals. For example, a message focusing on the consequences of abuse, such as losing custody of a child, may only result in increased anxiety, denial, or fear. However, a message focusing on the benefits of asking for help, such as reducing stress and raising a happy child, may be more likely to result in positive action. Ultimately, the type of messages you choose depends on what will be most effective with your target audience(s).

It is a good idea to develop several variations of message concepts. For instance, if you develop TV public service announcements (PSAs), create draft message concepts using different types of spokespersons (a mother, a doctor, a child); different tones or appeals (scare tactics, sympathy); and different styles (depiction of a "real-life" situation, statement by a well-known person, animation).

Testing these various concepts with the target audience(s) helps determine which approach is most effective. The best way to obtain the reactions of your target audience(s) in their own words is to test concepts with focus groups. Focus groups allow you to probe the target audience(s) for more in-depth responses (see section below on focus groups for more information). Another option for testing concepts is through individual interviews. Interviews are most useful when you are interested in obtaining top-of-mind reactions rather than detailed answers or when a larger sample of the population or rapid turn-around time is required.

Format for Concept Testing. When testing initial concepts, you may provide focus group participants with several key messages listed on paper with hand-drawn illustrations or sketches of the proposed design and ask the group questions about them. You may simply choose to read a description of specific materials and several key messages and ask participants to visualize the product.

SAMPLE MESSAGE CONCEPT

For a program to reduce the incidence of child abuse linked to abuse of alcohol or other drugs, one local organization developed a series of TV and radio PSAs ending with the line, "Beat Your Habit, Not Your Kid." This concept relays a simple, memorable message to the child abuser to seek help for his/her addiction—don't take it out on the child.

Another prevention program used the logo, "Take Time: What A Child Learns From You Lasts Forever," on all materials. The concept offers parents positive advice—to slow down and think about how your words and actions affect your child.

For example, if you were testing several proposed concepts for a training videotape on parenting skills for expectant mothers, you might provide three different titles and approaches to the video and ask the participants questions about them, such as:

- How interested would you be in watching this video?
- Who is this video aimed at?
- Why would this interest you? Why not?
- What would you expect the video to be like?
- What would you want the video to talk about?
- What other descriptions for a video like this come to mind?
- Which type of video do you like the most and why?
- Where would you expect to see a video like this?
- Which title do you like the best? What does the title say to you?
- Does the title contain anything confusing or objectionable?

Focus Groups. Focus groups are usually conducted with a group of approximately 8 to 10 people. A moderator leads the discussion using a prepared outline and keeps the group focused on the topic. Participants are encouraged to be honest and open about their comments and responses. In addition to testing message concepts, focus groups are very useful for assessing the target audiences' knowledge, awareness levels, ideas on particular issues, as well as their perceptions of and responses to specific materials. It is important to note that information gathered from focus groups is used to get a picture of how the target audience feels about particular information, materials, and concepts. However, do not assume that what the focus groups say represents the entire target audience. Ideally, focus groups are conducted until you do not hear any new information from the groups.

If your budget allows, it is best to hire a market research firm to assist you with focus group testing, including recruiting participants, providing a moderator, conducting the groups at a designated facility, and preparing a final summary report. However, if you have a limited budget, you may conduct the groups yourself. If so, here are a few important things to keep in mind:

- Participants are recruited 1 to 3 weeks in advance of the focus group session, usually by telephone. You can seek out participants by calling people listed in the phone book or by recruiting members or clients of relevant organizations. You will need to develop a screener to determine if potential participants meet the criteria of your target audience(s). Appendix 1, Exhibit 1 includes a sample focus group screener. In addition, you may wish to conduct focus groups with distinct sub-groups of your target audience(s), like age, race, ethnicity, gender, economic level, or other factors. This may encourage participants to feel more comfortable and more willing to speak freely. For example, teenage girls may be less inhibited if their parents or teenage boys are not present. Be sure to over-recruit to ensure the minimum number of respondents (e.g., to enlist 8-10 participants, recruit 12-14).
- Participants are not told specifics of the topic in advance in order to keep the discussion natural and unplanned. If possible, participants should not know one another because this may inhibit their conversation. Follow-up with each participant 1 week prior to the meeting by sending a confirmation letter stating the time, place, and purpose of the group.
- Avoid using participants who are very familiar with the focus group process, such as child welfare professionals, market researchers, or advertising and public relations experts.
- Because the groups are small, holding one focus group is not sufficient. Depending on your resources, try to conduct at least four groups in order to obtain enough feedback.
- If possible, work with a market research firm to locate an experienced, professional moderator who has conducted focus groups

on a variety of topics. Many moderators have participated in formal training. The moderator does not need to be an expert on child welfare issues. It is more important that he/she is skilled in eliciting a lively discussion without reacting to or influencing the group's opinions.

- If you have limited funds, design your own moderator's guide to steer the discussion. Have a representative from your own organization serve as the moderator. See Appendix 1, Exhibit 2 for a sample moderator's guide.
- To motivate participants, you may need to provide them with a nominal payment, such as $25.00, food and beverages, or child care if your target audience includes parents.
- Focus groups conducted by market research firms or advertising and public relations agencies are usually held in a small, soundproof room with a two-way mirror so that you may observe the sessions without being seen by the participants. The groups are told in advance that they are being observed. In addition, you may wish to audiotape or videotape the sessions to review them later, especially if a two-way mirror is not available. If so, participants should be told they are being recorded. If you cannot afford to rent a professional focus group facility, work with your partners or a university to secure a conference room at no charge.

Step 3: Identify Options for Materials Development

Creating New Materials. There are a wide variety of materials you can produce. Your choice is based on your overall objectives as well as an understanding of the channels of communication that are regularly used by your target audience(s). For example, if you are interested in promoting a workshop to parents on developing strong parenting skills, you may choose to produce a flyer or a brochure on the program and distribute it through local PTA chapters. You have already identified potential materials and channels in your communication plan, as discussed in Chapter 3. In conjunction with a public relations or advertising agency or consultant, you now finalize your decisions on the types of materials to be produced.

TIPS FOR BEING A GOOD MODERATOR

If you decide to serve as your own moderator, keep the following in mind:

- Encourage participants to interact with one another rather than with the moderator. Ask probing questions such as "Why do you feel that way?" or "That's a good point—do others agree or disagree?"
- Do not defend or promote any specific idea, concept, or product. Your role is to find out the opinion of the participants.
- If the session is taped, remind participants to speak one at a time so that everyone's comments are recorded. Try to solicit input from all participants.
- Keep the group on track. Bring the group back to the topic if someone goes off on a tangent.
- Keep track of time so that you can get through your questions and materials. Focus groups last for approximately 90 minutes.

Pre-existing Materials. Materials development and production can be a time-consuming and expensive process. If you have a very limited budget, you may wish to explore the availability of existing materials (booklets, leaflets, posters, public service announcements, videotapes) that are targeted to your audience(s), contain appropriate messages, and have been tested. Some sources you might contact for materials include:

- National or local child welfare organizations;
- Federal or State agencies that focus on children, youth, and family issues;
- Health departments;
- National clearinghouses;
- Local clinics and hospitals;
- University and public libraries; and
- Health professional associations.

When gathering existing materials, find out if the materials have been tested with the target audience(s) for whom they were designed, the results of the testing, how the materials were developed, and how they have been used and distributed in the past. It is essential to test materials and messages with your target audience(s) to ensure that they are the best choice for those people you wish to reach. The best way to test existing materials is through one-on-one interviews (see Pretesting Materials section of this chapter for more information).

Broadcast Materials. Of the various types of media, television has the ability to reach the largest number of people. Like print, broadcast materials help create awareness and provide information. In addition, longer length news, feature, or entertainment segments can demonstrate specific skills and behaviors, and personalize the information. Radio, on the other hand, is a more selective medium because a station's audience will vary depending on the type of music and programming it airs. The **Broadcast Material Options** box describes several types of materials for television and radio, along with the advantages and disadvantages of each.

Based on your target audience(s), you may need to develop specialized materials in different languages. If so, keep in mind that bilingual materials should not simply be translated from English to another language; the materials must reflect the cultural differences of the population as well.

Print Materials. Print materials can be used by organizations to provide information and increase awareness among the target audience(s) about a particular issue. For example, print materials can advertise a new service or program or provide important reminders. They can be reproduced in large quantities and localized for use in different communities. However, print materials have limitations: they require the target audience(s) to be literate, they are unlikely to change behavior, and they are not interactive. The **Print Material Options** box summarizes some of the types of print materials you may elect to produce, along with the pros and cons of each.

In some cases, you may decide not to produce specific materials, but to rely instead on inexpensive ways to deliver your messages through media outreach. Chapter 6 describes press materials that can be produced at little or no cost, including press releases, media advisories, and press kits.

Sharing New PSA Materials. If your audience assessment indicates that television or radio PSAs are a good option to pursue, try working with local stations to secure their support. There are currently no regulations requiring stations to air public service advertisements, and public service directors receive hundreds of PSAs on different issues each week. However, stations often air PSAs to demonstrate their commitment to local community interests. While in the early stages of developing new TV or radio spots, try to schedule a meeting with the public service directors at local stations to discuss your draft storyboards (frame-by-frame illustrations of the action), scripts, or roughcuts (a rough version of a videotape or audiotape) to obtain their input and support for your messages. In some cases, you may turn to them for advice on

BROADCAST MATERIAL OPTIONS

Type of Material	Pros	Cons
TV PSAs	▪ No charge for airtime ▪ Ability to control messages ▪ A call to action such as a 1-800 phone number can be included ▪ Possibility of repetition of messages	▪ Short format (:10 to :60-seconds long) limits the message to creating awareness only ▪ Little control over when ads will air
Mention of your program's messages within existing television programming	▪ Little or no production cost ▪ Helps create a social norm ▪ Credibility of message is high when it comes from a trusted, appealing source	▪ TV producers retain control over specifics of messages conveyed
Long-length programs (1/2-hour to 1-hour shows)	▪ Helps personalize the information for viewers, models positive behaviors, represents social norms ▪ Promotion around initial airdate and possible repeat broadcasts provide large viewership	▪ Production costs can be very expensive ▪ In order to secure TV network airing, sponsorship will be needed unless very popular topic
Week-long news or feature/talk show series (approximately 5 minutes long)	▪ News media has high credibility with viewers ▪ Allows for more in-depth coverage of specific issues ▪ Talk show format (with call-in hotline) allows for interaction with target audience(s)	▪ One time airing only ▪ Information must be highly newsworthy in order to secure airtime
Background or "b-roll" video footage	▪ Often used by local TV stations to help develop stories ▪ Format has high credibility with stations	▪ One time airing only ▪ No control over how b-roll is used
Educational or promotional video (5 to 10 minutes long)	▪ Can be shown in multiple settings	▪ Requires introduction or discussion to set the context for tape
Radio PSAs or Live Announcer Scripts	▪ No charge for airtime ▪ A call to action can be included ▪ Various station formats offer potential for tailoring messages to specific audiences ▪ Live announcer scripts very inexpensive to produce	▪ Short form (:10 to :60-seconds long) limits the message to creating basic awareness only ▪ Little control over when ads will air

PRINT MATERIAL OPTIONS

Type of Material	Pros	Cons
Print PSAs	▪ Good format to create awareness ▪ Can tailor messages for specific audiences based on who reads specific publications	▪ Format does not allow for detailed information to be conveyed ▪ Marketing to publications takes a great deal of time and media placements are not guaranteed
Posters and Flyers	▪ Can be used to generate awareness ▪ Have high visibility ▪ Can be strategically placed to reinforce positive behaviors	▪ Hard to convey in-depth information ▪ Cost per unit can be high Not everyone will display (need to repost often)
Comic Books and Fotonovellas	▪ Often have a low cost ▪ Format may appeal to particular audiences, such as low-literacy populations ▪ Easy format to convey more detailed information	▪ Usually limited to audiences with some level of literacy
Brochures and Pamphlets	▪ Often has low cost per unit ▪ Can be used to fulfill requests for more information or to distribute information to large numbers of people	▪ Some target audience(s) do not like to read or have low literacy levels
Point-of-Purchase Materials	▪ Convenient ▪ Easy access to target audience(s) ▪ Distribution demostrates the store's support of the program and materials	▪ Encouraging businesses to participate takes a great deal of time ▪ Requires ongoing promotion and refill of materials
Catalogues and Information Kits	▪ Promotes availability of program materials and use ▪ Facilitates increased distrubtion and ordering of materials	▪ Distributing catalogues to numerous locations can be costly

modifying the content of your final versions to increase the likelihood of receiving airtime for your spots. For example, if a draft PSA contains an excessively violent scene between an abuser and his/her child, a public service director may suggest that the images be toned down in order for the station to commit to airing it.

Consider Additional Possibilities. In addition to the materials described above, there are many other options you may wish to consider. Be creative, but focus on those materials and activities that will be most effective in reaching your target audience(s). Here are a few additional ideas:

- Transit advertisements—print PSAs that appear on taxis, buses, subways, and in airports and train stations
- Slides and videos for presentations
- Song contests promoted through local radio stations
- Placement of messages on commercial products (e.g., milk cartons, grocery bags)
- Placement of messages in areas containing a captive audience (e.g., movie theaters, airplanes)
- Exhibits or displays for use at conferences and annual meetings of child welfare organizations
- Music videos and popular songs
- Comic books and cartoons

- Drama presentations, plays, or scripts
- Video or computer games

Remember. Media-based communications can be effective in helping to build awareness, change attitudes, and create an ongoing, supportive environment that can help lead to behavior change. A combination of community mobilization and interpersonal activities can enhance the ability of media programs to influence behavior.

Step 4: Develop Criteria to Evaluate Produced Materials

Know What to Look for. If you are unsure of what makes produced materials effective, try to learn as much as you can in advance. Ask a local chapter of a public relations, advertising, or communication association for information, conduct your own research, or call the communications department of a local university for suggestions.

Develop Basic Standards. Before approving draft materials and concepts, develop a list of criteria to measure their overall effectiveness. Here are a few guidelines to keep in mind:

- **Objectives.** What is this product intended to do? Is the objective appropriate for the target audience(s)? Does the product achieve its objective?
- **Target Audience(s).** Are the materials tailored for your specific target audience(s)?
- **Type of Medium or Channel.** Are the messages appropriate for the channel selected? For example, a simple "talking head" (person speaking directly to the audience) is more appropriate for a radio PSA rather than television.
- **Type of Message.** Are the messages fear-based (i.e., utilize scare tactics) or benefit-driven (i.e., convey a positive tone/image)? Based on previous assessment, what type of approach works better with your target audience(s)? Is the content of the message accurate? Clearly stated? Appropriate?
- **Testing.** Have the materials or message concepts been tested with the target audience(s)? Do the materials reflect the results of the testing?
- **Call to Action.** What do the materials ask the reader/viewer/listener to do? Do the messages encourage the audience to take action? Do the materials contain a source for follow-up (e.g., a phone number to call, an address of where to write)?
- **Specialized Audiences.** If the target audience is a specific population, are the messages and appeals used culturally appropriate, relevant, and credible? If the materials are in another language, is the translation accurate and appropriate?
- **Production Quality.** Are the materials high quality? Are they visually appealing? Will print materials be printed or simply photocopied? Will TV/radio PSAs be produced in an acceptable broadcast-quality format for stations?

Communicate your expectations. If you work with an advertising or public relations agency or consultant, when they submit draft message concepts or draft materials to you, be very clear about what you do and do not like about them. Explain the reasons behind your comments and offer suggestions for revisions that meet your needs. Work together to develop new ideas and improvements. At the same time, remember to pay attention to the results of your audience assessment.

In addition, when evaluating broadcast materials, consider the following questions:

- Is the call to action (phone number or address) shown on the screen for at least five seconds? Reinforced orally?

PRINCIPLES OF GOOD MATERIALS

Following are some questions to consider when reviewing materials:

- Is the format (e.g., brochure, print ad, poster) the most effective vehicle for the goal of the piece?
- Does the piece provide readers with a call to action? Should it?
- Is the main message easy to understand? Are secondary messages appropriately positioned?
- Is the content organized in a way that reinforces the principal message?
- Is the tone of the writing consistent with the message of the piece?
- Do headlines, subheadings, and captions reinforce key messages?
- Does the overall design and layout advance or support the function and messages?
- How effective is the use of color? Is the typeface appropriate? Legible?
- Is the design appealing to the reader? Is it appropriate for its audience?
- Is the layout used to draw the reader's attention to specific areas and items of importance?
- Is illustration and photography used effectively? Do they help reinforce messages or become generic design elements?
- Does the level of writing correspond to the reader's level of comprehension?
- Are sentences concise? Are messages delivered quickly? Are sentences active, rather than passive?
- Is the style of writing appealing to the reader?
- Is the writing technically appropriate and accurate?

- Are the messages short and simple?
- Is the spokesperson a credible source of information?
- Is the approach appropriate for the message (testimonial, demonstration, slice-of-life)?
- Is the language used appropriate for the target audience(s)?
- What type of message is used (fear-based, benefit-driven)? Is it appropriate for the target audience(s)?
- Are the images portrayed or sounds used high quality and memorable?

Pretesting Materials

Why Pretest? Pretesting is a type of formative evaluation—it is designed to assess the strengths and weaknesses of materials before they are finalized and allows you to make necessary revisions before moving forward. Pretesting is generally done for draft materials to ensure that they clearly communicate the key messages to the target audience(s). Plan to test any materials you use, regardless of where they originated. Even pre-existing materials must be tested with the target audience(s) to ensure that they are relevant and effective in your community. Without pretesting, you may waste valuable time and money producing final materials that have little or no impact on your target audience(s).

Testing of draft materials prior to final production can do the following:

- Help you determine how well the target audience(s) understands and comprehends the main messages;
- Help determine if the materials are appealing and attention-getting;
- Help determine if the messages are easily remembered;
- Identify the strengths and weaknesses of design, format, and style;
- Help determine if the target audience(s) feels the materials are personally relevant to their own lives; and
- Help flag any messages or materials that stimulate controversy or debate, are offensive, or raise sensitive issues among the target

RECOMMENDED TESTING OPTIONS

Approach	Description	Advantages	Disadvantages
One-on-one (Intercept) Interviews	Obtain respones from individuals in centrally located areas, such as shopping malls, street corners, and restaurants	▪ Can obtain large sample size ▪ Occurs in a natural setting ▪ Low cost ▪ Quick turn-around time	▪ Interviews are typically short with little opportunity for in-depth discussion ▪ Less conducive to sensitive issues ▪ Potential distractions from setting
Focus Groups	Small group discussions to obtain knowedge, attitudes, beliefs, perceptions, and concerns	▪ Group interaction allows for in-depth discussion ▪ Less expensive than surveys ▪ Quick turn-around time ▪ Obtain several responses at once ▪ Inexpensive	▪ Limited number of subjects ▪ Potential for peer pressure or group influence
Readability Tests	Assessment of reading comprehension level (grade level) of materials	▪ Quick turn-around time ▪ Ensures appropriate reading level for audience	▪ Does not provide feedback from target audience(s) ▪ Cannot be used as substitute for audience testing
Professional Reviews	Review of materials by professionals	▪ Ensures materials are accurate and credible	▪ Does not provide feedback from target audience(s) ▪ Cannot be used as a substitute for audience testing

audience(s)

Format for Pretesting. Your draft materials should look as close to your final product as possible, without incurring large expense. For example, you may produce a draft tape recording of a radio PSA using the voices of people in your organization, rather than paid professional talent. When assessing a brochure or poster, use rough illustrations and sample photographs in place of final artwork. For a television program or PSA, you may use storyboards or volunteer actors.

Above is an explanation of the process for effectively testing your draft materials as

well as recommendations for reducing pretesting costs.

Step 1: Identify Options to Test Materials

There are several types of testing methods, each with advantages and disadvantages. Due to the high costs and low rate of return associated with some methods, such as surveys or questionnaires, your organization may consider the following four options to pretest and evaluate materials: one-on-one (intercept) interviews, focus groups, readability tests, and professional reviews. The **Recommended Testing Methods** box summarizes these testing approaches.

Step 2: Understand the Nuts and Bolts of Testing Approaches

One-On-One (Intercept) Interviews. Intercept interviews are typically conducted in places where large numbers of people gather, such as shopping malls or busy street corners. It is recommended that you work with a market research company, advertising or public relations agency, or a consultant who has the staff and time to interview large numbers of respondents. In addition, market research firms may have professional interviewing facilities located in shopping malls. Interviewers begin by asking people passing by if they are willing to participate. If they agree, they are asked a few screening questions to ensure that they fit the criteria of the target audience(s) you wish to reach. For example, if you have participants answer questions about child abuse, you may want to screen out anyone who is familiar with these issues.

If the person fits your criteria, he/she is then presented with the draft materials and asked a series of questions. Intercept interviews are a cost-effective way to obtain information from many respondents in a short amount of time. However, because they take place in a public area, it may be difficult to conduct interviews on sensitive or controversial topics. Use your best judgment, based on the format and content of your materials, to determine if this method is appropriate. Appendix 1, Exhibit 3 includes a sample intercept interview questionnaire. Here are a few additional guidelines.

- Ask questions that require simple answers (e.g., yes/no, multiple choice), rather than open-ended questions (e.g., What do you like about this brochure?) that take longer and may be more difficult for the interviewer to record.
- Before conducting interviews in a public place such as a shopping mall, receive permission from the administrative office or headquarters of the facility.
- Keep the interviews short. Most people do not want to answer questions for more than 10 to 15 minutes, unless you give them a reason to stay longer (e.g., a small gift, fee, etc.).
- If you have a limited budget, design your own questionnaire and enlist faculty or students from a department of public affairs, social work, education, or communications at a local university to assist you in designing and conducting interviews. Advertising or public relations agencies or professional clubs sometimes assist local organizations with conducting pretesting as a form of community service. You may also obtain assistance or advice on pretesting from members of your advisory panel or work group.

Focus Groups. Additional information about focus groups is provided in the Developing Concepts and Materials section of this chapter.

Readability Tests. Readability tests determine the approximate reading comprehension or grade level of your materials. For example, a brochure with a readability score of eight means that a person who has mastered an eighth grade reading level will understand the content of the text. It is very important to test the readability of your materials to ensure that your target audience(s) can comprehend them. These tests are simple to do, can be done very quickly, cost only staff time, and are a helpful reminder to the author to consider the reading level of the audience(s). It is recom-

mended to design documents for reading comprehension at the sixth grade level.

Readability tests use different formulas to calculate grade levels, including the average number of syllables per word and the average number of words per sentence. Appendix 1, Exhibit 4 explains how to test for grade level using a common readability formula called SMOG. A few important points to remember:

- These tests only measure the vocabulary, sentence structure, and word density of the text. They do not determine if your materials are grammatically correct and are not a measure of the effectiveness of the message with the target audience(s).
- Written materials that include the use of highly technical or complex terms associated with the topic may result in a high readability score.

Professional Reviews. To ensure your materials are effective, circulate drafts to leading local professionals in child welfare who can provide you with sound advice and feedback on their content and accuracy. Based on their experiences working directly with the target audience(s), some professionals may be able to provide you with input on the potential effectiveness and usefulness of the materials. You may wish to send sample materials to representatives of key organizations along with a brief questionnaire that can be mailed back to you. It may also be necessary to contact participants by phone to obtain their input. You may also consider holding a follow-up meeting in your office to obtain more in-depth comments and recommendations on the content and design of the materials. Appendix 1, Exhibit 5 is a sample professional review questionnaire.

While sharing drafts with individuals and organizations with child abuse and neglect expertise is an important way to gain broad-based support for your program materials, it should not serve as a substitute for standard pretesting techniques (e.g., focus groups, surveys, intercept interviews).

Finalizing Materials Development

Step 1: Revise Materials

Make Decisions. The results of materials testing provides you with information that guides you through final production of the materials. Based on the findings of focus groups, interviews, readability tests, and professional review meetings, you may elect to:

- Drop a particular product entirely from the overall mix of materials;
- Consider using alternative spokespersons, styles, or formats for your materials;
- Make major or minor revisions to the text or design of your products;
- Adjust the language of a piece in order to reduce the reading grade level of the text;
- Produce additional versions of your materials or produce entirely new recommended elements; and
- Keep the materials as they are, with no changes.

Be Strategic. Use your best judgment in making modifications to the materials. Pretesting provides you with a sense of what works and does not work with your messages, approaches, and materials. However, do not feel as if you must make every change that is suggested by a professional review panel member or address every issue brought up during testing. Keep the following in mind when analyzing test results:

Look for Trends. Do not focus on the reactions and comments of one particular individual. Instead, look for patterns of agreement among the audience regarding their recommendations and feedback on materials. For ex-

ample, if only one or two people dislike your choice of a spokesperson for a poster, you may attribute their reaction to personal opinion. However, if the majority of testing participants find fault with your selection, you may consider other alternatives.

Consider the Issue. Carefully reflect on test results when dealing with materials on sensitive or potentially controversial issues. Some target audiences may feel uncomfortable with the issues and messages presented and hold back their true feelings and reactions. For example, recognize that a member of a focus group of pregnant women may feel embarrassed or offended by materials on fetal alcohol syndrome.

Be Sensitive to Racial, Ethnic, and Cultural Issues. If you design a particular piece for a specific population, look out for comments or recommendations related to the cultural appropriateness of the message. Make revisions if participants raise concerns that messages or spokespersons are stereotypical, offensive, or inappropriate. If testing a product in another language, look for feedback and corrections regarding the grammar, tone, style of the translation, and the dialect.

Be Objective. Be open minded when analyzing comments, concerns, and recommendations. Just because you like one particular piece over another does not mean the target audience(s) agrees.

Recognize Limits. No amount of pretesting can absolutely guarantee the effectiveness of your materials in the real world. Your final product may contain other flaws that were not captured through testing (e.g., the acting in a final radio PSA is poor and unrealistic). What testing can do is provide additional information on the target audiences' perceptions of your products. This information helps you make decisions about finalizing the format and content of your materials before they are produced.

Step 2: Understand Legal Issues

Receive Permission. If you plan to use existing materials for your program, receive approval from the producer ahead of time, especially if they are copyrighted. Also, obtain permission before making any changes to the materials, such as localizing a brochure with your organization's name and phone number. Call the organization or individual that produced the materials and find out the procedure for securing the right to use their materials.

Obtain Release Forms. Every time you use photographs, video footage, cassette recordings, or quotes from individuals or organizations, have them sign a release form or waiver allowing for the free and unrestricted use of the materials in which they are involved. A release form is necessary when producing a specific product, such as a PSA or a brochure. However, you do not need to obtain them for media outreach materials, such as quotes used in press releases. When using professional talent for print or broadcast materials, you may need to negotiate talent renewal fees on an annual basis. Ideally, try to secure a "buy out," meaning that you pay the talent a one-time fee, and the materials may be used indefinitely (See Appendix 1, Exhibit 6 for a sample guest/performer release).

Follow Union Requirements. Union member rules often require that professional talent be paid a nominal fee for their participation in the production of materials. In some cases, you may be able to negotiate with talent to donate their services or to be paid the lowest acceptable rate, especially if the materials are to be used as part of a public education or public service effort.

Be Prepared to Do a Background Check. If you are creating materials that deal with sensitive issues, require individuals to disclose any criminal history before agreeing to use them as a spokesperson for your program. This will prevent any potential controversy arising over your choice of talent when your program is announced to the public.

Conclusion

By carefully and strategically developing and testing your program materials, you improve your main messages and ensure that they meet the needs of your target audience(s). Regardless of your budget, pretesting is an essential component to every communications program. With carefully tested materials in hand, you are ready to move forward to the next step—creating awareness of your program materials and messages to your target audience(s) through the media.

EXPERIENCES FROM THE FIELD

In order for the Maryland campaign to be effective, research was initially conducted via extensive interviewing of families and professionals in the field, based on the premise that professional viewpoints and opinions were not necessarily the same as public perceptions and opinions.

Noble Steed, as part of its role as a private, for profit participant, provided an objective viewpoint of the public's understanding on the topic. Through telephone surveys, focus groups, and interviews with families, professionals, and individuals who had or had not experienced child abuse and substance abuse, materials were developed for the campaign.

The creative elements of the campaign were developed in a 2-year, two-stage plan. In Phase One, concentration was placed on alcohol abuse, since it was arguably more prevalent and less recognized than drug abuse by the public as a problem, and on physical, sexual, and verbal abuse. Phase Two focused on drug abuse, neglect, and prenatal abuse of alcohol and substances.

Because it was stipulated that funds were to be used for production and services, and not for paid media placement, it was necessary to run all the materials on a public service basis, where time and space were donated by the media. Noble Steed drew upon its extensive relationships with media outlets and on establishing regular meetings with media contacts to ensure that the public service announcements would be placed and run on a regular schedule.

During the development phase, staff from Noble Steed pitched the ideas of the campaign to various media outlets and sold them on the ideas so that when the time came to run the announcements, the media were committed to the campaign.

Over the 2-year period, the following materials and strategies were developed:

- For television public service announcements, in an attempt to capture the reality of the situation, Noble Steed created scenarios derived from combinations of actual incidents and situations that had been related to project staff during research interviews. Closed-captioned television spots dealt primarily with the neglect aspect through scenarios that would seem familiar to audience members who had encountered abuse.

- Two radio stations were approached and selected to air the public service announcements because their combined audiences represented virtually the entire female audience in the Baltimore metropolitan area. Radio spots in Phase One dealt primarily with verbal and sexual abuse, while in Phase Two, they placed more emphasis on neglect.
- Sponsorships were arranged with a leading billboard company and with a family-oriented monthly magazine. In the second year, sponsorship from the cable company was added to cover Baltimore County. The project provided sponsors with the attachment of their names and/or logos to print ads, brochures, and posters, plus the appearance of their promotional banners at the press conference launch and acknowledgment of their participation at the launch and reception.
- Print ads were designed to appeal to the more educated portion of the audience, with language appropriate for higher reading levels. The focus was slanted towards physical abuse in Phase One and neglect and fetal alcohol syndrome in Phase Two.
- Brochures and posters were made available for distribution through the professional field as a general reference resource and as additional information for the public.
- Parents Anonymous of Maryland provided the use of their hotline as a means to quickly and effectively distribute information and to direct callers to professionals. The telephone number of Parents Anonymous of Maryland was listed on the products as the main number for additional information.

Chapter 5 Developing Media Outreach Strategies

In This Chapter

Using Media Outreach Effectively

- Keep Focused on Your Original Strategies
- Make Sure You Have a Strong Angle
- Know What Channels Exist and Whom to Contact
- Know When to Call
- Maintain Good Relationships with Reporters

Media Outreach Materials and Activities

- Understand How to Talk to the Media
- Develop Tools for Generating News and Feature Stories
- Know When it is Appropriate to Conduct a Press Conference or Media Event
- Promote Your Opinion
- Publicize Your Message(s) Through Entertainment and Other Channels

Enhancing Media Outreach Through Partnerships

- Obtain Public Support of Partners
- Use Partner Communication Channels and Resources
- Coordinate with Partner's Existing Events and Activities

This chapter helps you

- Gain an understanding about the media, and how it can help promote your program
- Develop techniques and tools for working effectively with the media
- Identify ways to enhance your program through partnership activities

KEY TERMS YOU NEED TO KNOW

Background. Information a reporter may use to understand the issue and write a story.
Breaking or Hard News. A timely news event or information.
Camera-Ready. Drawings, photos, and/or type that are prepared exactly as they are to appear on a printed page.
Deadline. The latest time a story is due.
Editorials. Short articles that express the opinion of the newspaper and its publishers on key issues.
Mult Box. A device used at press conferences that allows radio and television stations to receive an audio feed from a single microphone as an alternative to affixing a number of microphones on a podium.
Op-Ed. Short for "opposite the editorial page." An article containing opinions from members of the community.
Pitch Letter. A short (usually one page) letter proposing a story idea to a reporter.

Chapter 5 Developing Media Outreach Strategies

The media is a powerful channel for informing, influencing, and entertaining your target audience(s). The media not only helps promote the release of a new program or materials, but also plays a key role in the change process—by focusing the public's attention on important issues, flooding a community with information, and modeling positive behaviors.

Many communications programs over-emphasize the development of costly products to deliver messages and often ignore cost-effective public relations and public affairs options. Using free media outreach approaches usually requires little more than staff time and a few basic materials, such as press releases and pitch letters.

The media permeates most peoples' lives through their everyday use of television, radio, and print publications. By conducting outreach to media formats relevant to your target audience(s), it is possible to saturate the community with messages about child abuse and neglect. A compelling story can generate news coverage in major national newspapers and on television and radio news programs; feature coverage on talk shows and in magazines; editorial coverage on TV, radio public affairs programs, letters to the editor, and opinion pieces in newspapers; and entertainment coverage, including satirical cartoons and longer-length programming. Thus, the media can be a highly efficient tool for reaching large numbers of people at a low cost per person.

The media includes a variety of channels and formats that communicate information relatively quickly and cost-effectively to a broad audience, including:

- News Coverage—timely information reported in a factual manner to create awareness.
- Feature Coverage—less timely articles or broadcasts that often focus on the human interest aspect of a story and provide more in-depth information and skills.
- Editorial Coverage—articles or broadcasts that express specific opinions of individuals or organizations.
- Entertainment Coverage—programs designed to capture the attention of the audience such as television and radio talk shows, dramas and situation comedies (sitcoms), and radio promotions. Entertainment coverage may be used to provide role-modeling or demonstrate social norms.

It is usually best to use a variety of channels to reach your target audience(s) by identifying those outlets that are most influential and accessible to them. Media channels are becoming increasingly specialized and can often be used to target very specific segments of the population. For instance, some radio stations and formats target young people, while others target older adults.

This chapter provides basic information to help you understand the "ins and outs" of working with the media, including developing tools to help communicate with reporters and enlisting the support of your partners.

Using Media Outreach Effectively

Step 1: Keep Focused on Your Original Strategies

Media outreach activities are based on the communication objectives and messages defined in your communication plan, developed in Chapter 3. For every major activity you plan to conduct, consider the objectives you wish to achieve as well as the most appropriate message for the target audience(s). If you included a press conference as a way to launch your program, confirm your overall media objectives, target audience(s), and main

messages you want to convey as well as map out the details of planning and coordinating the event. Your messages for an opinion piece, such as an op-ed targeted to policy makers, will be very different from the messages you include in a pitch letter to a reporter encouraging him/her to write a feature article on an aspect of your program.

Step 2: Make Sure You Have a Strong Angle

What types of news, feature, or entertainment stories catch your attention when you read a newspaper, watch a television program, or listen to the radio? There are several characteristics that make a story interesting and appealing to a reporter. They include:

- Widespread interest— the story has relevance to a large number of people throughout the community, State, or country.
- Local angle— the story contains local information or a spokesperson from the community.
- Timeliness— the story contains immediate or breaking news or is tied to a specific day, week, or month, such as a new child abuse prevention program announced on the first day of Child Abuse Prevention Month.
- Human interest/emotional appeal—the story evokes strong feelings or reactions from the reader/viewer, such as news coverage about the tragic death of a child abuse victim.
- Controversy—the story raises issues that stimulate discussion or debate among opposing parties, such as a story on the debate over whether a woman who uses drugs or excessive alcohol while she is pregnant should be charged with child abuse.
- Celebrity—the story contains information, comments, or an interview with a locally- or nationally-recognized person.

Step 3: Know What Channels Exist and Whom to Contact

To obtain press coverage of your story, you need to understand the different types of media channels, their information needs, and the best person to contact about your issue.

Wire Services. Most media outlets subscribe to wire services, which gather information and electronically provide completed stories on a continuous basis to media across the country. If you get a wire service to cover your story, it will likely appear in many newspapers throughout your community and the State. Wire services have offices in major cities, State capitals, and in some smaller cities. These services are particularly helpful to short-staffed media in smaller communities. Smaller media outlets frequently publish a story from a wire service word-for-word rather than writing their own article. The three main wire services are:

- Associated Press (AP),
- United Press International (UPI), and
- Reuters.

Whom to Contact About Your Story: If wire services are located in your community, call them and ask to speak with the bureau chief or a social issues reporter when you have a story or are planning an event you wish to have covered by the press. If there is no wire service in your community, call your State capital to find out if there are any wire services located in your State. In addition to writing news stories, many wire services in major cities produce a daybook for their subscribers, which lists a schedule of upcoming State, city, or community activities. Media outlets often hear of local press events by reading the wire service daybook.

Newspapers. There are more than 1,500 daily and over 8,600 weekly newspapers published in the U.S. In addition, there are a number of specialty newspapers produced, such as African American, Latino, and other minority press; college newspapers; free city-wide papers; and weekly shoppers. Newspapers can cover a story in greater detail than television or radio stations and may be willing to devote more time to your issue or run a regular series of reports.

Whom to Contact About Your Story: Call and find out what editor or reporter covers child welfare issues. The

reporter assigned to cover child abuse and neglect stories may be a medical writer, a city/metro reporter who covers stories in the local community, or a lifestyle editor or reporter who covers family issues or feature topics. If there is no one assigned to cover your particular issue, ask them to recommend the most appropriate person to receive your information.

SAMPLE SOUNDBITE

Every day, at least three children die as a result of child abuse. We must take action to keep our children safe from harm. It is important that everyone—neighbors, teachers, doctors, daycare workers, and others—learn to recognize the signs of child abuse and neglect.

Television Stations. There are approximately 1,200 commercial television stations and 800 cable stations across the country. Television stations cover stories in a variety of formats, including news, in-depth features, talk shows, and public affairs programming. However, TV stations usually reduce complex news stories to brief 30- or 60-second segments. When you are planning for an interview with a TV station, be prepared to discuss your story and main messages in short, concise statements or "sound bites." If the final story broadcast on the station is 1 minute long, your quote will only be a small portion of the segment.

Whom to Contact About Your Story: The best person to contact for an upcoming event you want covered is the assignment or features editor. For a news story, you should call the news director. To schedule a guest on a talk show, contact the producer or host of the program. For a public affairs program, contact the producer.

Radio Stations. Of the more than 10,000 radio stations across the U.S., most have a specific format, such as country, jazz, contemporary, classical, news/talk, and rock. If you are interested in getting your story covered, approach specific stations based on your target audience's listening habits. Consider the format of the station and tailor your message for each outlet. Most radio stations produce hourly newscasts; however, these are typically short segments based on news obtained from national wire services. You are most likely to get your story covered by stations with an all news/talk format.

Whom to Contact About Your Story: For an upcoming event, contact the assignment editor or news director. For talk shows or public affairs programs, contact the producer or host.

Magazines. There are over 10,000 national and local consumer, business, trade, industrial, and professional magazines and newsletters in the country. Some

HELPFUL HINTS

- Recognize the type of stories that appeal to specific types of media. For example, a story on an abused young boy and his sister has more impact when the children are seen on TV than when the story is heard over the radio.
- Encourage different types of media to cover the same story. If a new child welfare agency opens in a community, you might urge a local daily newspaper to carry a news story the next day, and persuade a monthly magazine to write a longer feature article on child abuse and neglect in their next issue.

cities and small towns have local magazines that cover community events and activities.

Whom to Contact About Your Story: Contact the editor of a local magazine to discuss the publication's focus and potential interest in writing a feature article on child abuse. For national magazines, call and ask for the name of the editor or writer who covers child welfare issues.

Step 4: Know When To Call

When contacting a reporter, keep in mind that they are busy people. They receive many calls on a daily basis from organizations and individuals urging them to write stories about a variety of issues and causes.

Be respectful of reporter deadlines and schedules. Deadlines vary from outlet to outlet, so check with specific media in your area. As a rule, however, it is always best to call media in the morning before noon, regardless of the outlet. Most editors and reporters spend their afternoons preparing stories to meet tight deadlines for publication or broadcast. It is best to first send a reporter some information by mail or by fax, and then follow up with a phone call. When calling a reporter, be brief and to the point. Deliver a short sales pitch when you first get them on the phone: your goal is to sell them on your idea in the first few minutes of the call.

The following chart lists a few general guidelines on when to get in touch with reporters, depending on the type of story you are interested in having covered.

Outlet	Type of Coverage	Best time to call
Wire Service	1. Attend a media event	1. Up to 1 week in advance, in the morning
	2. Breaking news story	2. Anytime, weekdays during business hours
	3. Feature story	3. 2-3 weeks in advance, in the morning
Newspaper (dailies)	1. Attend a media event	1. Up to 1 week in advance, in the morning
	2. Breaking news story	2. If major, late-breaking news, up to 4:00 p.m. the day before publication
	3. Feature story	3. 2-3 weeks in advance, in the morning
Television Stations	1. Attend a media event	1. 1-2 days in advance, in the morning
	2. Schedule guest on a public affairs/talk show	2. 2-3 weeks in advance
	3. General news/feature story	3. 1 week in advance
Radio Stations	1. Attend a media event	1. 1-2 days in advance, early morning until mid-afternoon
	2. Schedule guest on a public affairs/talk show	2. 2-3 weeks in advance
	3. General news/feature story	3. 1 week in advance
Magazines (monthly)	1. News/feature story	1. Most magazines research and write articles several months in advance. Call 2-6 months before publication.

Step 5: Maintain Good Relationships with Reporters

When working with reporters, treat them as you like being treated.

- **Recognize Your Value.** Don't feel intimidated by reporters. Relationships with reporters are a two-way street. Many organizations and individuals regularly provide the media with story ideas, spokespersons to interview, and background data. Your organization is providing information the media needs to develop a complete story while they are providing you with increased visibility for your issue.
- **Return Phone Calls Quickly.** Reporters are usually working on a tight timeline. Always find out what a reporter's deadline is when you talk with them. If you are not able to get them the information they need before their deadline, tell the reporter in advance.
- **Be Honest.** It is very important to establish a reputation with the media as a trusted, credible source who they can turn to for information in the future. If you don't know the answer to a question, say so and offer to find out the information. Be helpful by suggesting other reliable sources they might contact for a story. Let them know if you are unable to find what they are looking for.
- **Be Realistic.** While you may generate a reporter's interest in covering your story, you cannot determine if the story will be run, its timing, placement, headline, content, or tone. Your job is to present the facts and your opinion on them, if you choose. A news reporter's job is to evaluate the facts in light of other information and present an unbiased account to the public. Do not be discouraged if a reporter decides not to cover a particular story or event you propose. Continue to contact him/her in the future about other issues.
- **Build a Relationship.** Get to know reporters who cover your issues by meeting and calling them on a regular basis. How frequently you contact reporters depends on how often you have important information to share with them. Keep them informed about truly newsworthy events, programs, and materials. If a reporter runs a good story about your issue or program, thank him/her by phone or in a letter.

SAMPLE MESSAGE CHART

Main Message: New public education campaign launched to address the twin issues of substance abuse and child abuse and neglect.

Key Point: Substance abuse and child abuse are problems in our community. There are an estimated 15,000 abusers in our community; of these, 2,000 are currently in treatment;
1 in every 10 children are abused/neglected.

Key Point: Realistic, hard-hitting materials developed to reach target audience(s):
- TV and radio PSAs
- Print ads
- Billboard ads
- Parenting workshops

- **Be Prepared.** If you schedule an interview with a reporter, designate one or two key spokespersons to represent your organization. Develop a well-defined message with no more than three key points that you want them to communicate during the interview. Prepare sample questions and answers in advance and conduct a practice interview with your colleagues. You may consider developing a message chart such as the one on the previous page to remain focused during your rehearsal session.

Media Outreach Materials and Activities

Step 1: Understand How to Talk with the Media

A news story contains six key elements:

- Who?
- What?
- When?
- Where?
- Why?
- How?

Whenever you suggest a story, prepare media materials, or invite reporters to attend a press event, be prepared to provide them with the answers to these essential questions.

If you are talking to a reporter on the phone or in person, be aware of the following:

- **On the Record.** Always assume that anything you say to a reporter is "on the record" and can be used in their coverage. Unless you tell a reporter otherwise, information you tell a reporter can be attributed to you, meaning the story quotes you as the source (e.g., according to Your Name, "...").
- **Not for Attribution.** Sometimes, if you have built a trusted relationship with a reporter, you may wish to share information with him/her on a "not for attribution" basis. If the reporter keeps his/her word, your information is used, but you may be referred to as a "reliable source" or "member of the organization who asked not to be identified."

Step 2: Develop Tools for Generating News and Feature Stories

Reaching out to the media is easy to do. There are several types of materials you can use to explain your story to reporters.

Comment/Local Angle. One of the easiest approaches is to provide local media with a short statement from your organization regarding a national story. For example, you may offer a reporter your organization's opinion on a child abuse case in another state that has received widespread attention or on a new national prevention program. You may also wish to suggest local spokespersons from your organization for an interview. This helps position your organization as a source of local information on child welfare issues.

Press Release. A press or news release is one of the most common tools used to inform the media about a story and cultivate their interest in covering it. You may wish to think of it as your organization's version of the news story you want published or aired. Sometimes small community newspapers run a press release word-for-word or with minor changes. Most media, however, may refer to your release as background for their own article or broadcast.

Always have a good reason for developing a release. For example, you might issue a release if your organization:

HELPFUL HINTS

Keep it short. A release should be no more than two pages long. Use short sentences and paragraphs.

Stick to the format. Releases should be typed double-spaced on one side of the organization's letterhead.

Be careful with language. Avoid using slang, technical, scientific, or medical terms. If they must be used, explain them.

Check for accuracy. Make sure to verify all spelling, statistics, facts, names, and titles.

Write factually. You can editorialize or express opinions only in direct quotes.

- Announces the results of a poll, survey, or study
- Announces a new public education program
- Begins a new type of service or makes significant changes to existing services
- Hires a new director or high-level staff person
- Receives a grant
- Wants to help the community understand the local impact of a national news event
- Forms a task force
- Sponsors a seminar or workshop for professionals
- Holds classes or other activities for the public
- Plans local activities to tie into a well-known week or day
- Presents an award

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact: Helen Szablya, Director
Public Information,
Department of Human Services
(555) 555-5555

BEAT YOUR HABIT—NOT YOUR KID
Public Education Campaign Linking Substance Abuse and Child Abuse

Baltimore, Maryland, December 2, 1992—Carolyn W. Colvin, Secretary, Maryland Department of Human Resources, and Dr. Neil Solomon, Chairman, Governor Schaefer's Drug and Alcohol Commission, today launched a public education campaign linking substance abuse as a major contributing factor in many cases of child abuse and neglect.

"While there is little hard data to suggest that one problem is the primary cause of the other, the connection between substance abuse and child abuse has been established, social service professionals and substance abuse professionals see it in their work every day," said Secretary Colvin "and we are committed to educating Marylanders about what they can do to recognize and address this terrible problem."

Maryland is one of twenty states selected to develop and pilot educational campaigns showing the link between substance and child abuse. The National Center on Child Abuse and Neglect under the Emergency Child Abuse Prevention Services Program has provided funding.

"This project is a first, and the Governor's Commission is very pleased to support this project," said Dr. Solomon. "It provides an important new dimension to all of the substance abuse information in the media and helps us do a better job of educating parents about the immediate effects their substance abuse is having on their children."

"The messages in this campaign are controversial and on the cutting edge," said Calvin Street, Project Manager. "It is important that we touch the hearts of real people with real issues, and that requires telling it like it is. And this campaign does just that." All materials were reviewed by a focus group of parents who are recovering substance abusers.

-more-

Television and radio public service announcements, print-ads, and billboard displays were developed through a group of public and private agencies under the banner "Maryland Substance and Child Abuse Prevention Alliance." The ads are graphic and depict mental and physical abuse, incest, and neglect. Creative services have been provided by Noble Steed Associates, Inc., a Baltimore-based advertising firm.

Parents Anonymous, a self-help support group of parents and trained volunteers, will be operating a hotline to counsel and advise those who call in response to the public service announcements. The number is (410) 243-7337.

A speakers bureau is being developed and will be managed by the Governor's Office for Children, Youth, and Families. Speakers will be available to talk about the issues of substance and child abuse beginning in January. Speakers can be scheduled by calling (410) 225-4160.

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Media Advisory. An advisory is a one-page notice to alert local press about an upcoming event that you want them to attend or cover. It outlines the basic information about the event (who, what, when, where) and gives a contact name and phone number for more information. Call wire services in your city or State and ask them to place the advisory on their "Daybooks" the day before and the day of the event. Also, send an advisory to local media outlets in your community 1 week in advance. Follow up by phone to determine their interest in attending or covering the event.

SAMPLE MEDIA ADVISORY

MEDIA ADVISORY
MARYLAND DEPARTMENT OF HUMAN RESOURCES TO ANNOUNCE
NEW CHILD ABUSE PREVENTION CAMPAIGN

Governor Schaefer's Drug and Alcohol Commission and the Maryland Department of Human Resources will launch a public education campaign on the link between substance abuse and cases of child abuse and neglect on December 2, 1992, at 10:00 a.m. in Baltimore, Maryland. New program elements will be unveiled, including multimedia public service announcements and a variety of print materials.

PARTICIPANTS:
Carolyn W. Colvin, Secretary, Maryland Department of Human Resources
Dr. Neil Solomon, Chairman, Governor's Schaefer's Drug and Alcohol Commission
Calvin Street, Project Manager, Maryland Substance and Child Abuse Prevention Alliance

DATE:	December 2, 1992
TIME:	10:00 a.m.
PLACE:	Maryland Department of Human Resources
	Baltimore, MD
CONTACT:	Helen Szablya
	(555) 555-5555

Pitch Letter. If a story is not breaking news, it is best to send the reporter a short letter approximately 2 to 3 weeks prior to the event suggesting your idea and follow up 1 week later with a phone call.
A few guidelines to keep in mind:

- **Come right to the point.** Immediately say why you are calling and summarize the most important information (who, what, when, where, why, and how).
- **Be brief.** The letter should be no more than one page; the call no longer than 5 minutes, depending on the reporter's interest.
- **Make it relevant.** Explain why you think the reporter's readers, listeners, or viewers would be interested in the story.

SAMPLE PITCH LETTER

April 16, 1993

Dear Editor:

With April's designation as National Child Abuse Prevention Month, the eyes and minds of people across the country will be focused on the many challenges facing children and families today.

Here in Kitsap County, we sometimes dismiss child abuse and its close companion, drug and alcohol abuse, as problems that happen "somewhere else." However, as you will see from the attached statistics, we are not immune.

It is clear that these problems affect our entire community and each of us as individuals. What's more, research has also shown that the efforts of individuals and the community at large to support children, parents, and families are as important as professional service providers' reducing the impact of child abuse and neglect.

Fortunately, Kitsap County is a caring community, and there are many initiatives currently underway to address issues related to substance abuse and child maltreatment. These include the TAKE TIME program, a pilot program of employer-sponsored parenting workshops developed by Project Family, substance abuse education for elementary school children, and increased public awareness regarding how to help develop children and strong families. A brochure describing the TAKE TIME program is enclosed.

There are many ways for people to become involved and to make a difference in children's lives. We hope you will join us in helping the public understand not only the size and scope of the issue, but also the many programs available in our county which could use additional volunteers and funding.

Enclosed is a list of key resource people for your use during National Child Abuse Prevention Month and throughout the year. In addition, I can offer the cooperation and support of my office as you develop story ideas. I'll call you in a few days to discuss how you can help to increase public understanding of these very important issues. In the meanwhile, if you have any questions, you can reach me at (206) 895-4879.

Sincerely,

Kay Bidwell
Kitsap County Department of Personnel and Human Services

Media Lists. Developing a current media list is a fundamental part of public relations. Your list of media outlets must be accurate and up-to-date in order to reach reporters effectively with your story.

Here are a few tips on getting started:

- Identify the media you can from memory. Use the phone book to supplement the list.
- Check your local library for media directories of daily and weekly newspapers, television stations, radio stations, wire services, magazines, and newsletters in your community. Some examples include Bacon's Radio/TV Directory and Gebbie's All-In-One Directory.
- Once you have phone numbers and addresses from the phone book or media directories, call each outlet to verify this information and to determine which editors and reporters are the most appropriate for your news.

  For each media outlet, list the following:
  - Name of media outlet
  - Address
  - Telephone number
  - Fax number
  - Deadline information/ best time to call
  - Names and titles of specific reporters or editors
- For wire services, also ask for the "Daybook" editor and the fax number to send media advisories.
- Do not forget to include specialized media on your list such as African American and Latino or other minority newspapers or radio stations. In some cases, these media outlets have greater impact and credibility within a specific population than more mainstream media. Other specialty media that are important to include are university and college newspapers and television and radio stations; small community papers or neighborhood newsletters; and publications put out by local organizations, such as corporations, hospitals, women's centers, clinics, professional associations, supermarkets, churches, drug stores, and clubs.

Press Kit. A press kit is a packet of written materials developed for the media. The kit is designed to give reporters the information needed to produce a story. Press kits are mailed to reporters in advance of the day you wish to release your news or distributed at major news events such as a press conference. Press kits may include some or all of the following materials:

- Press release;
- Background information on the event or organization;
- Fact sheets on specific issues, program elements, or current statistics;
- Photographs or graphic materials (diagrams, charts, logos);
- Samples of new program materials (e.g., scripts for TV or radio PSAs or print advertisements);
- Biographies of key organization spokespersons; and
- Brochures about a program or the organization.

Broadcast or Print Materials. Television is a visual medium, requiring pictures of people, places, graphics, or live action in order to tell a story. Print publications often supplement stories with visual images in order to enhance an article. Providing samples of visuals to reporters may help increase the chances of your story being covered. For example, television stations are more interested in filming live action than simply a "talking head" (a person speaking directly to the audience). If possible, provide stations with ideas for activities they can film to accompany the story, such as activities within a local child welfare center.

SAMPLE MEDIA LIST ENTRY

KABC-TV (ABC affiliate station)
444 Fourth Avenue
Anycity, Anystate 11111
202/333-5555

Deadlines: Daily newscasts at noon, 6 and 11 p.m. Call before 2 p.m.
News Director: Mr. Mark Todd
Assignment Editor: Mr. Pat Foster
Morning Talk Show Producer: Mr. Bob Taylor

You may also consider providing television reporters with "b-roll" or background video footage that they can use in developing a story.

For print publications, photographs or "camera-ready" charts or graphs are good examples of materials that are often used. A few guidelines to keep in mind if you choose to include a photograph in a press kit:

- Use only black-and-white photos.
- Provide 5"x7" or 8"x10" photographs.
- Always identify the person or scene in the photo.
- Secure permission from any person(s) in a photo before distributing it to the media. Carry a release form with you at all times so if you take someone's picture, you can obtain permission from him/her immediately.

Step 3: Know When it is Appropriate to Conduct a Press Conference or Media Event

Press Conference. A press conference is an opportunity to provide information on a selected topic to a variety of broadcast and print media at a designated time. It allows you to control the messages that are disseminated to the media and can be a relatively inexpensive option. Only hold a press conference if you have major news to announce. Many organizations operate for years without holding one. You might consider holding a press conference if your organization:

- Launches a new public education/communication program,
- Offers a new service,
- Presents your response to a crisis situation,
- Forms a task force to meet a significant problem or need,
- Announces the results of a new study or survey, or
- Announces an important position or stand taken by your organization on an issue.

Planning and Logistics. Many of the steps involved in planning a press conference or a media briefing are the same. However, remember to scale down all activities for a briefing since it will be less formal.

- **List of Invitees.** Develop a media list of local reporters and media outlets you want to attend your event.
- **Media Advisory.** Prepare a media advisory and send it to local media on your list at least one week in advance of your event. Ask

WHAT TO DO IF NO (OR ONLY A FEW) MEDIA ATTEND YOUR EVENT

- Do not panic. Major breaking news or competing news events can divert reporters from attending your press conference or briefing.
- Call local media on your list and inform them of the issues and activities that were discussed.
- Send copies of press kits and other background materials to all interested media as soon as possible (by messenger, fax, or in person). Many reporters will consider writing or airing a story based on these materials.
- Offer reporters the opportunity to interview one or more of your spokespersons over the phone or at the offices of the media outlet.

the wire services to place the advisory on their daybooks the day before and the day of the event.

- **Attendance**. Place follow-up calls to reporters up until the day before the event to determine their interest in attending. Because reporters receive numerous media advisories every day, they may ask you to resend or fax it. If a press conference is scheduled at the last minute (due to a crisis or situation requiring your organization's immediate reaction), contact reporters by phone and fax them the advisory instead of mailing it.
- **Timing**. The best time to hold a press conference is mid-morning between 9:30 a.m. and 11:00 a.m., to accommodate media deadlines. Tuesday through Thursday are the best days—avoid holding an event on Monday or Friday. Do not hold a press conference over the weekend.
- **Location**. Choose a site that is centrally located and convenient for most media outlets. Some examples of possible locations include your office, local hotels or meeting facilities, community-based organizations, or the offices of one of your partners. If possible, avoid using rooms with mirrors and windows that may cause lighting problems for television cameras.
- **Room Size/Seating**. Your press conference room must be large enough to accommodate all media and their equipment, including television cameras. However, do not choose a room that is too large; it will look empty if there are many vacant chairs. Arrange chairs theater-style for reporters.
- **Audiovisual Equipment**. For most press conferences, you will need a podium with a microphone for speakers. You may also consider renting a mult-box from the hotel or from an audiovisual store. Reporters can plug into it instead of placing their own microphones on the podium. If you are showing any videotapes or radio public service announcements, remember to order a television monitor and a VCR.
- **Signs/Visuals**. If your event is taking place at a hotel or large conference facility, arrange to have the press conference listed on a schedule in the lobby. If necessary, post other signs or flyers to help attendees find their way to the event.

HELPFUL HINTS

- Invite your partners to attend to help fill the press conference room and to demonstrate community support for your issue.
- Make sure all speakers are familiar with the room set-up, microphones, and any audiovisuals to be used. If possible, conduct a rehearsal with speakers the day before the event.
- The day of the event, arrive at least 1 hour in advance to make sure the room is set up properly.
- Provide all spokespersons with three or four main messages you want them to communicate at the event. To prepare speakers for potential questions they may receive from reporters, develop a list of possible questions and suggested answers and distribute them to speakers in advance.
- Make sure the press conference begins on time and that speaker remarks last no longer than 30-40 minutes. Allow 15-20 minutes for a question and answer period with reporters.
- Arrange individual interviews between key spokespersons and the media at the end of the press conference or later that day.
- Send copies of press kits and other background materials to interested media as soon as possible (by messenger, fax, or in person). Many reporters will consider writing or airing a story based on these materials.
- Offer reporters the opportunity to interview one or more of your spokespersons over the phone or at the offices of the media outlet.

- **Speakers Table/Name Cards.** If more than one person is speaking, you may wish to have a table and chairs next to the podium. To identify speakers for reporters, place cards with each person's name and title typed in large letters in front of them on the table.
- **Registration.** Place a table outside the press conference room and ask reporters to sign in as they arrive so you have a record of all attendees. Have a supply of press kits or other hand-out materials, such as speaker's remarks, at the table for distribution.

Media Briefing. If you wish to simply update the media on an important issue, but the information does not warrant a press conference, you may consider holding a media briefing. A briefing is more informal than a press conference and can be held around a conference table in your office. Some organizations conduct such briefings periodically over the course of the year to maintain good relationships with reporters.

Step 4: Promote Your Opinion

Many tools of public relations provide your organization with the opportunity to express its opinion on a particular issue. Some of these include the following.

Letter to the Editor. If a newspaper or magazine has run a story on an issue of importance to your organization, you may wish to respond to it through a letter to the editor. Your letter has a better chance of being printed if you.

- **Carefully Consider When to Respond.** Write letters to the editor only on significant issues. If you write too often on trivial matters, your letters may lose their impact on the editor.
- **Keep It Short.** A letter to the editor should be no more than 400 words. Explain your most important points in the first paragraph or two. However, do not be surprised if your letter is not printed word-for-word. Due to space limitations, editors often cut out sentences or paragraphs from your letter before printing it.
- **Reference Your Response.** If you are responding to a particular article or another letter, refer to the title, date, and author of the original piece in your opening sentence.

Meetings with Newspaper Editors. If there is on issue of great significance to the community and your organization, you moy wish to request a meeting with the editor of your local newspaper to encourage him/her to publish an editorial. This meeting, designed to inform the newspaper of the issue, your orgonization's viewpoint, and the impact on the community, helps the paper formulate its position on the topic.

The meeting may also include a reporter who covers child welfare issues. Here are the steps to request a meeting with the editor.

- Contact Newspaper. Write a letter to the editor outlining your issue and request a meeting. Follow up with a phone call to determine his/her interest.
- Identify Spokespersons. Select the most appropriate representatives (one or two people) from your orgonization to attend the meeting. For example, you may select your director, choirperson of the board, or board member.
- Be Informed. Before the meeting, identify no more than two or three main messages you wish to communicate to the editor. Be sure you have the facts and background information to support your position, especially as they relate to the local community. For example, if you are discussing the increasing incidence of child abuse and neglect, bring along supporting data such as the number of police reports of reported cases. Also, become familiar with how the newspaper covered the issue in the past.
- Be Prepared. Understand the arguments for and against the issue. Emphasize the local angle and the relevance and potential impact on the newspaper's readers.

Op-Ed Articles. Another way to express the opinion of your organization is through an op-ed article, which usually appears opposite the editorial page of a newspaper. Keep the following in mind when developing an op-ed piece:

- Newspapers receive hundreds of op-ed pieces on a regular basis. You may be able to persuade a paper to accept up to two articles from your organization per year, depending on the relevance of your group or the issue to the community.
- The ideal length for an op-ed article is approximately 800 words. It should be well written and persuasive.
- Your article should be written by a high-level member of your organization, such as the director or president of your board of directors.
- When you submit an article, include a self-addressed, stamped envelope for the newspaper to use to inform you if the article has been accepted.

Step 5: Publicize Your Messages Through Entertainment Media and Other Channels

Entertainment Media. Entertainment media includes television and radio programs such as talk shows, sitcoms, dramas, and locally-produced shows and presents another opportunity to promote child abuse and neglect prevention messages. Longer-length programs such as these can be used to reinforce specific skills and social norms. Following are some ideas to consider:

- Contact local TV and radio talk shows to encourage them to do segments on your issue. Provide them with recommendations for guests on their show, or offer to put together a panel of experts on the topic for a call-in program.
- If you are aware of a high quality television program or video on child abuse and neglect, you may approach local network affiliate stations or your local Public Broadcasting Service (PBS) station to encourage them to air it as a public service.
- Contact the programming directors of local television stations to discuss whether their programming schedule includes national programs they may be airing in your community related to the issues of child maltreatment. Encourage them to inform you in advance about specific airdates of relevant programs. Depending on the content of the program, you may then wish to organize community viewing events of the show with parents, teachers, child care workers, and/or children and hold discussion groups following the show. Contact local media to encourage them to publicize the airdate of the program and your local viewing event.

Public Access Television Channels. Many small communities have local cable television stations that the public may use to convey information to viewers at a low cost. Many of these public access channels have their own equipment that your organization can use to produce a short program. While the viewership for these channels is often low, public access channels are a less expensive way to communicate your messages to the public. Many stations, for instance, offer low-cost training courses to teach you how to develop and produce your own short news or feature program for airing.

Contact your local cable company to ask for the name and phone number of public access channels in your community. Call the channel to discuss program possibilities and costs.

Electronic Mail and Computer Bulletin Boards. If you have access to the Internet (an interactive computer communications system), this technology offers a way to communicate about child abuse and neglect issues with a variety of audiences, including professionals, State officials, local child welfare agencies, selected media outlets, and the general public. Some Internet features include electronic mail, discussion groups, and computer bulletin boards that your organization may consider using to communicate about important issues to millions of people across the country and around the world.

Chapter 5 Developing Media Outreach Strategies

Enhancing Media Outreach Through Partnerships

Your program partners can play an important role in your public relations activities. Their involvement can extend the credibility and reach of your program by reinforcing and helping to deliver messages and materials through their own networks, resources, and communication channels. Following are some ideas on how you can utilize your partners.

Step 1: Obtain Public Support of Partners

Statements of Support. One way to illustrate your partners' commitment to and public endorsement of new programs, services, or materials is to seek out letters or brief statements of support from them for distribution to the media.

This information may be included in your press kit or sent to specific reporters along with a press release and background materials. It is recommended that you request such statements or letters from a wide variety of organizations to demonstrate broad-based support for the new initiative.

If they choose, reporters may then incorporate these statements into the content of their news coverage as quotes. Or reporters may follow up with the partner to talk about his/her support and involvement.

A few guidelines to keep in mind when working with organizations to develop short statements of support:

- Statements may:
  - Support a new program in its entirety;
  - Support specific goals/objectives of the program, but stop short of supporting the program elements or materials;
  - Applaud/praise/commend your organization's continuing leadership in child abuse prevention; and
  - Identify the importance/timeliness/relevance of some or all of your program's themes and issues.
- Statements should be between 2 and 12 lines (25 to 150 words) in length.

Press Conference Participation. To further demonstrate your partner's commitment to the program, you may ask them to speak at a press conference launching the effort or to simply attend the event. As discussed in Chapter 4, if you are unveiling new program PSAs as part of your event, it is recommended that you share your draft and final versions of spots with local stations.

If you are able to secure a commitment from them to air the PSAs, invite public service directors of TV and radio stations to attend the press conference to demonstrate their support for your materials and messages. Follow up with them after the event to thank them for donated airtime and to encourage them to continue airing the spots on a regular basis.

Media Interviews. You may also ask your partners if they are willing to serve as a spokesperson to the media about your program or materials. If they agree, offer media outlets the opportunity to interview your partners. For those reporters who express interest, provide them with background information on your partner, such as a biography of the spokesperson or a short fact sheet on their organization.

Step 2: Use Partner Communication Channels and Resources

Your program partners may be willing to help out by publicizing your program, materials, and activities through their communication channels. For example, you may ask your partners to publicize an initiative to their members by including an article in their organizational newsletter or other publications. Or you

may consider holding a media event or press conference at the offices of one of your program partners to illustrate their commitment and to add credibility to the effort.

If appropriate, you may consider requesting that partners distribute new program materials to their members or customers. For example, local clinics can make brochures, posters, or other promotional materials on child abuse and neglect available to their patients. Or you may work with local PTA groups, school nurses, teachers, or local church leaders to distribute materials encouraging them to be alert to the signs of child abuse and neglect among children they encounter.

Program partners can also be helpful in disseminating materials directly to the public in places where they regularly gather, such as through local grocery stores, pharmacies, shopping malls, schools, public libraries, and restaurants.

Step 3: Coordinate with Partner's Existing Events and Activities

Another opportunity to highlight your organization's programs, messages, and materials is to work with your partners to sponsor a presentation or conduct a workshop at their annual meetings and conferences. You may also encourage them to display a child abuse prevention exhibit at relevant meetings, conventions, or community events at a reduced rate or at no cost. An exhibit booth can be an effective way to increase awareness and use of program materials, market program resources, and establish future partnerships with conference participants.

Conclusion

By effectively tapping the power, influence, and resources of the media, you help ensure that your program messages and materials receive maximum exposure and repetition among your target audience(s). Your partners play an important role in helping to communicate and reinforce your messages through media outreach, lending more credibility and reach than you can achieve on your own. Learning to communicate effectively with the media ensures that your messages are heard and acted upon by your target audience(s). These activities can support an effective and successful launch of your program as discussed in Chapter 6.

EXPERIENCES FROM THE FIELD

The "Take Time" project of Kitsap County of Washington State hired a public relations firm to assist with the development of materials and to work with the media. While staff from the project had knowledge of the role substance abuse plays in child abuse and neglect, the staff lacked experience developing materials and working with the media.

Initially, the project staff had difficulty working with the public relations firm. In part, the difficulty arose from the project staff not having the expertise to know what to ask for from the agency and what role the project staff played in directing the creative process and making decisions regarding the ideas and materials presented. After several attempts to resolve various issues between project staff and the public relations firm, the project staff decided to seek assistance from someone else. While project staff believed that they made the correct decision, they feared that too much time had passed and that the campaign was suffering. Quickly, the project hired a media consultant.

The media consultant worked diligently with project staff to achieve the goals established during the planning phase. The media consultant was able to alleviate any apprehensions the staff may have developed from the first experience and helped the project get back on track.

The consultant recommended that the project focus on developing print public service announcements that would be placed on posters, flyers, brochures, and point-of-purchase materials. Several of the print public service announcements were run in the local newspaper, and posters were placed on buses and billboards and distributed to various businesses. Since one aspect of the campaign targeted businesses, the project developed point-of-purchase materials that were distributed to local businesses.

The consultant helped the project develop media lists, write press releases and letters to the editor, and assisted with ensuring that public service announcements were continuously kept in the public eye.

As business leaders and the public became more familiar with the campaign, the project was able to enlist partners to serve in a variety of capacities including distributing the materials, serving as spokespersons for the campaign, and agreeing to sponsor additional programs that focused the public's attention on the link between substance abuse and child abuse.

Chapter 6 Implementing Your Program

In This Chapter

Getting Ready to Launch Your Program

- Develop a Launch Plan
- Produce Sufficient Quantities of Program Materials
- Secure Your Distribution Channels
- Allocate Resources to Manage the Program
- Make Sure Evaluation Systems Are Ready
- Keep Your Partners Informed
- Finalize Your Media and Message Strategy

Setting the Program in Motion

- Introduce Your Program
- Respond to Requests
- Track Media Responses

Managing the Program

- Maintain Quality Assurance
- Deal with the Unexpected

Using Communications to Manage an Incident or Crisis

- Be Prepared in Advance
- Take Control of the Situation
- Prepare for Interviews
- Evaluate Your Response

This chapter helps you

- Launch your program and keep it on track
- Assess the initial effectiveness of your communications program in getting materials and services to your target audience(s)
- Respond effectively to unexpected problems

KEY TERMS YOU NEED TO KNOW

Bounceback Card. A self-addressed, stamped card completed by the recipient and returned to the sender for tracking purposes. This is a relatively inexpensive way to gain information about who is using the materials and how.

Clipping Service. A service that collects information from print media on the number of times articles, advertisements, and PSAs have been printed by various newspapers. The service forwards copies of the clipped information to you. Two nationally known services include Burrelle's and Luce. If articles, advertisements, and PSAs are running in a limited area, you may consider contacting the various newspapers directly to request copies.

Distribution Channels. Individuals and organizations that distribute information and materials from your program.

Radio and Television Station Logs. A written record of specific times and dates that news stories, advertisements, and PSAs have been aired by a given station.

Chapter 6 Implementing Your Program

This chapter guides you through the launch and the initial implementation of your program. It outlines steps to get the program into the public's eye and provides you with a launch plan worksheet to ensure that systems are in place and running smoothly.

Getting Ready to Launch Your Program

Before you introduce your program, there are seven steps to follow.

Step 1: Develop a Launch Plan

The launch plan outlines strategies for promoting your program. The plan is specific and detail-oriented, providing timelines and objectives for each phase of the launch. Create a realistic plan that clearly lays out how the program will be introduced to the target audience(s). The worksheet on page 75 helps you design your launch plan.

Step 2: Produce Sufficient Quantities of Program Materials

You have learned enough about your target audience(s) and the channels you are using to determine the quantity of materials that are needed. At the time of the launch, have materials available and ready for distribution. If you are waiting for materials to be completed that are integral to your program, hold off on the launch until the they are available.

Make sure that a system is in place to track the stock of available materials so that additional copies may be ordered and available when needed.

Step 3: Secure Your Distribution Channels

If you are expecting other organizations or individuals to distribute materials, provide them with initial quantities, directions on how to reorder them, and a contact person available to problem-solve. Prior to the launch, send a letter to your distributors confirming their participation and summarizing their role and responsibilities. The letter also serves as a form of documentation and recordkeeping for your organization.

To ensure that your distribution channels have sufficient quantities of materials, it is important to design a tracking system to monitor the effectiveness of the distribution process.

Gathering this information on a weekly basis ensures that materials are always available and provides enough turn-around time to reorder materials as necessary. Assign a staff member the responsibility of tracking this information so that materials are available when needed.

Track the following types of information:

- Date of inquiry,
- Type of material(s) requested,
- Title of material(s) requested,
- Quantity of material(s) available in stock,
- Quantity of material(s) reordered,
- Date of delivery of material(s),
- Date sent to distribution point(s),
- Date received by distribution point(s), and
- Name, address, and phone number of individual requesting material(s).

Step 4: Allocate Resources to Manage the Program

Once your program has been announced, people will contact your organization for additional information or materials. Be prepared and willing to handle the influx of requests.

Prior to the launch, allocate resources, including personnel, time, and financial,

to ensure that requests are fulfilled in a timely manner. For example, if you advertise a 24-hour help line, plan to staff around-the-clock shifts. Adequately train the staff to answer any questions that may arise and to direct calls to appropriate contacts.

Step 5: Make Sure Evaluation Systems Are Ready

You also need to put into place evaluation mechanisms prior to the launch. For example, is your clipping service contracted to monitor press coverage? Is your tracking system to monitor requests for materials in place?

Step 6: Keep Your Partners Informed

Prior to the launch, communicate with your partners regarding their specific roles and responsibilities during the launch and the various phases of the program. If a partner is going to serve as a spokesperson, provide a briefing document and talking points (key points a speaker can use to guide his/her remarks) prior to the launch. Make sure that partners have the necessary information and resources to fulfill their responsibilities.

Step 7: Finalize Your Media and Message Strategy

This is your final opportunity to ensure that you have a clear plan for media outreach and that your media contact information is accurate.

The following worksheet assists you with completing steps 1 through 7. Please note that some of the information contained in this worksheet draws upon work and tasks already completed during other phases of the planning process. Modify the worksheet to accommodate your specific needs.

Setting the Program in Motion

By completing the previous tasks, you are now in a position to introduce the program to your target audience(s). The following steps walk you through the launch and initial stages of your program.

CREATING YOUR LAUNCH PLAN

Title of program:
Start date of program:
Target Audience(s) (rank order):
Are other organizations/individuals co-sponsoring the program? Yes No
If yes, list
Name Organization Address Telephone

Have you provided the organizations/individuals information about their responsibilities during the launch? Yes No
Date sent:

Types of materials produced (i.e., brochures, posters, advertisements):

Date materials forwarded to distribution channels:
Organization Name Date Delivered

Has tracking system been designed for materials? Yes No
Date produced: Date information sent to Distribution Channels:

Are reordering mechanisms in place? Yes No

Are services that will be advertised available and in place (e.g., hotline, speakers bureau, clearinghouse, etc.)? Yes No

Are staff and community groups trained to handle public inquiries? Yes No

How is the program going to be introduced to the public?
- ☐ Spokesperson Placement
- ☐ Media Materials Development (press release, press kits, advisories, etc.)
- ☐ Press Conference or other type of kick off
- ☐ Mailing of materials, flyers, etc.
- ☐ Other:

Is the media going to be contacted? Yes No
Date media will be contacted:

Chapter 6 Implementing Your Program

Step 1: Introduce Your Program

Initiate the steps outlined in your launch plan. Depending on the strategy designed, this step may include hanging up posters, mailing out brochures, or distributing materials to local media. A more elaborate program may include a kick-off press conference introducing a theme and radio public service announcements. Your keen attention to planning helps the launch take place without a hitch.

Step 2: Respond to Requests

As your program progresses, expect to receive requests from various people on a variety of issues.

Types of requests may include:

- A reporter may contact you to serve as an information source on a child abuse incident in your community.
- A teacher may request that you speak at a PTA meeting on your program.
- Another organization may request that you serve as a member of an advisory panel or work group.

  Another organization may request that it serve as a distribution channel for your program.

Design a tracking system to monitor requests as they come in. The **Request Fulfillment** form below serves as a sample.

Step 3: Track Media Responses

If you used media channels to inform your target audience(s), it is important to track the use of materials by the media outlet(s) chosen. The collection of this information benefits your organization by providing data on the media outlets using your materials and the number of times the materials are being run. This information helps guide future efforts to secure more coverage and airplay.

Ways to monitor media placements and coverage include:

- Work with print clipping services, such as Burrelle's or Luce, which monitor the number of times stories have been published in daily and weekly newspapers, magazines, newsletters, etc.
- Use bounceback cards. For example, you may send radio PSAs to local stations along with a bounceback card for them to complete and return to you indicating if they plan to air the spot.
- Monitor radio and television station logs by calling television and radio stations to track the frequency and time of day materials are being run. Note: In some cases, stations do not keep records.

SAMPLE REQUEST FULFILLMENT FORM

Name of Program: _____

Date of Request: _____

Person Requesting Information: _____

Telephone Number: _____

Address: _____

Type of information being requested: _____

Type of information provided: _____

Date information provided/sent out: _____

Amount of materials sent out (if appropriate): _____

Follow up needed Yes No

Type of follow-up: _____ Date of follow-up: _____

Where did the caller hear of the program? _____

Comments: _____

Managing the Program

Once the program is launched and running, you should be able to answer questions such as:

- How is the program running from the staff's perspective?
- Are your partners satisfied with the status of the program?
- Are your distribution channels working?

Answers to these types of questions enable you to manage the day-to-day aspects of your program effectively.

The following questions help you stay on track:

- How are the staff and volunteers holding up? Are they overworked?
- Are resources sufficient to sustain the program?
- Do we need to allocate more resources to keep the program running?
- Is the designed distribution system effective?
- Are requests for materials and information being handled in a timely manner?

Answers to these questions and any others you may think of help the program sustain a level of effectiveness and quality.

Step 1: Maintain Quality Assurance

Simply put, effective management ensures that the work that you do is useful, timely, and necessary. You want to produce a high quality program. To gather an accurate picture of how your program is running, consider the options provided in the box above.

1. Asking a colleague to contact the 24-hour hotline at an off-peak time (e.g., after 10:00 p.m.) and request information. Ask the colleague to provide feedback on the following:
   - Quality of operator (Was he/she friendly, helpful, courteous, knowledgeable?);
   - The length of time it took to receive requested information and/or materials;
   - The appropriateness of the information or materials received; and
   - The appropriateness of the referral.
2. Conducting telephone interviews with distribution channels to ensure that information from the central distribution point is getting to them in a sufficient amount of time.
3. Conducting audits of the information gathered from the tracking systems to ensure that they are producing information that is useful.

Step 2: Deal with the Unexpected

Despite your careful attention to the various details of the program, sometimes the unexpected may occur. For example:

- Your new public service advertisements are rejected by a television or radio station.
- Your hotline number is overwhelmed and callers are receiving busy signals.
- Your new program contains controversial messages.
- Your organization loses its funding.
- Questions are raised about the credibility of your organization or specific staff members.

Take time to plan a strategy to respond to the situation and resolve it to your satisfaction. The following are examples of incidents that may arise and how to respond to them.

An Unexpected Incident

A local program targeting the joint issues of alcohol and other drug abuse and child abuse and neglect was launched. As part of the program, a 24-hour hotline was established that fielded calls and provided referrals to callers. One evening, a young woman contacted the line for assistance. The operator did not have information on-hand to assist the caller and placed her on hold. The operator forgot about the caller. Finally, the young woman hung up. A

few minutes later, the operator remembered the caller, but it was too late.

Potential Outcomes

1. Discouraged, the young woman decided not to seek help.
2. Frustrated, the young woman contacted the director the next day to lodge a complaint.

How to Handle the Situation

1. Design a training session for operators that clearly establishes the expectations and role of the operators and put into place measures to monitor the effectiveness and efficiency of the operators.
2. If a complaint is received, speak with the person lodging the complaint, apologize for the inconvenience, and establish credibility with the caller. Mail out the information requested and follow-up a few days later to ensure that the caller received it and is satisfied with the manner in which the situation was resolved.

An Unexpected Incident

There is a typographical error in a brochure distributed to 5,000 residents.

Potential Outcomes

1. The error is so slight that the reader may not notice it.
2. The error is noticeable, and the credibility of the organization is questioned.

How to Handle the Situation

If the error is not egregious, decide whether to pull the rest of the brochures, attempt to correct those in stock (if this may be done without making the brochure appear tacky), or allow the brochure to remain in distribution until it runs out and then produce a reprint with corrections.

Using Communications to Manage an Incident or Crisis

Realize that since you have sought out the media, the media may turn to you for a response depending on the seriousness of an incident. Sometimes an incident may not involve your organization directly, but may require you to comment on the situation.

For example, another child welfare organization may be facing problems or a national issue may arise related to child abuse and neglect, and reporters may turn to you for a response.

You cannot predict what a reporter may decide to cover; however, you can be prepared to handle the request by developing a strategy to work effectively with the media prior to the launch of your program.

It is important to realize that there are ways to reduce or eliminate negative publicity. The information may be applied to an incident, such as a reporter following up on complaints regarding advertised services of your organization, or a crisis, such as an organization's response to a child's death.

Following are steps your organization can take to handle the media effectively before, during, and after an incident.

Step 1: Be Prepared in Advance

Maintain Contact With the Media. Keep in touch with reporters throughout the year by providing them with background information and updates on news stories.

Over time, reporters will become familiar with your name and your organization. If a situation arises and the media begins calling, at least you have an established relationship with them.

Identify a Spokesperson. To ensure that news coverage is consistent and accurate, designate one person from your organization to handle media inquiries and conduct any

interviews. Alert everyone in the organization of the designated spokesperson and direct staff to forward media calls and requests to this person.

Train Your Spokesperson. If you have the budget, hire a professional media consultant or a public relations agency to conduct media training with your spokesperson to prepare him/her to handle potentially controversial questions. Conduct media training in order to deal with reporters who may be anxious to hear your side of the story. Avoid last-minute preparations by conducting training in advance of the launch of your program using mock scenarios to prepare for potentially difficult situations. If you have limited funds, you may consider the following options:

Contact the communications, speech, or media department at a local college or university for assistance in developing and implementing a media training workshop for your organization.

- Write or call the president of a local public relations or advertising agency to ask if he/she is willing to help your organization at a reduced rate or on a *pro bono* (free) basis.
- Contact a local chapter of a national public relations or communications association such as Women in Communications, Inc. or the Public Relations Society of America. Ask if they are willing to conduct a presentation for your staff on how to respond effectively to "tough" questions from the media.

Step 2: Take Control of the Situation

Stay Calm. If a crisis occurs, remain cool and collected. Ensure your staff that the situation is being handled. Convey to the public and the media that you are concerned about the situation and are taking steps to control it.

Respond Quickly. If you want your viewpoint to be included in a news story, you must pull together the information you need as soon as possible. When reporters call, ask them what their deadline is. If you do not answer phone calls, reporters may assume that you have something to hide and go to other sources (including your opposition) to get their side of the story. Stay in control of the conversation—if you do not have an answer to a question, tell the reporter you will call him/her back.

Keep Track of Incoming Calls. It is a good idea to develop a log of press calls, including the name of the reporter, outlet, phone number, time/date of calls, type of request, whether the information is to be used for a story or as background, action to be taken to respond, and the deadline. This gives you a written record to refer to if you need to call reporters back with information.

Be Informed. Get the facts you need to develop a response. Prepare a specific message strategy and stick to it. Again, your main messages focus on three or four key points you want to convey. If you are not ready to speak with the press, tell reporters you are aware of the situation, are looking into it, and will have more information for them the next day (or whenever you feel you will have all the details).

Tell the Truth. If your organization has made a mistake, admit it. Do not make excuses for what has happened. Depending on the incident, you may wish to apologize, explain the steps to be taken to fix the situation, and make a pledge that it will not happen in the future. Position your organization as taking responsibility for its actions and responding quickly and effectively.

If Needed, Prepare a Statement. A statement is a short, prepared comment from your organization about the situation that is distributed in response to reporter inquiries.

SAMPLE STATEMENT

The death of John Doe is tragic. (Name of organization) is working in conjunction with the police, other agencies, and the family to ensure that the matter is handled in the most appropriate and effective manner.

It allows you to limit the information you release to one carefully developed message. In some cases, a statement is the only piece of information given to the media. However, be aware that only issuing a statement may be seen as an attempt to withhold additional information from the public.

Whether or not you choose to issue a statement depends on the seriousness of the situation, the amount of time you have to respond, your current image in the community, and whether you have something valuable to say.

If you decide to write a statement, keep it short—no more than one page. Make the statement positive, concise, and provide your organization's point of view. When reporters call for information, fax or send the statement by courier to them. If media ask additional questions, politely inform them that no more information is available.

Step 3: Prepare for Interviews

Assess the Request. When a reporter asks for an interview, find out all the information you can about what will be discussed and call them back with your decision. In most cases, you will want to conduct the interview to provide your organization's viewpoint.

However, you may decide to decline an interview request if you have a good reason, such as you believe the outlet is likely to misrepresent your views.

Be Familiar with the Outlet. Do some research to obtain articles or stories produced on your issue by the reporter in the past. If possible, determine what type of story for which the interview will be used (e.g., news or feature), the angle in which the reporter is interested, and where and when it will air or be published.

Know What You Want to Say. Decide in advance two or three main messages you wish to convey during every interview and stick to them. Repeat these key points throughout the interview at appropriate times for reinforcement. This is especially important when conducting television interviews in which a 1/2-hour interview may be condensed to a 2- to 3-minute story.

Do Your Homework. Come up with a list of possible questions the reporter may ask and develop answers in advance. Conduct a "practice" interview with your colleagues to help prepare. Also, make sure that you are up-to-date on any recent print or broadcast coverage on the issue to be discussed. Sometimes a reporter may refer to a current article or story and ask you to respond to it.

Bring Supporting Materials. You may wish to provide the reporter with background information on you and your organization as well as any relevant details regarding the situation.

Step 4: Evaluate Your Response

Monitor Media Coverage. Keep track of print and broadcast coverage on the situation. You may wish to respond to particular articles or stories. If an error in coverage occurs, do not overreact.

Determine if a mistake has clearly been made, the seriousness of the error, the extent of the mistake, such as a wire story that is published throughout the State, as opposed to a single newspaper, and how important it is to correct the error.

If you decide it is important to respond, you can write to the editor, news director, or station manager and request a retraction or a correction. Deliver your request to the outlet as soon as possible (through a fax or messenger). Keep in mind, however, that there are no guarantees. The outlet may or may not elect to run a correction.

Assess Your Reaction. Conduct a meeting with key members of your organization to discuss how well you handled the situation once it is over. Here are a few key questions to ask yourselves:

- Did we respond quickly enough to the media?
- How did our designated spokesperson perform?
- How did we handle interviews: print, radio, and TV?
- What would we do differently next time?
- How can we prepare for the next crisis?
- Was the resulting media coverage fair? Did it present a balanced view?

A few thoughts to consider

The unexpected may occur.

- Careful attention to planning throughout the program process supports a quality launch.
- Being aware of all aspects of your program enables you to respond in a proactive and appropriate manner.
- A problem may be turned into an advantage if you take the right approach.
- Your organization can effectively handle difficult situations by planning a course of action.

Conclusion

After all of the hard work put into the development of your program, launching and keeping the program on track is crucial to its success. This chapter illustrates how you may conduct a launch and sustain your program over the long term. It is important that you adapt and modify the suggestions to accommodate your needs. Ensure continued success by utilizing the evaluation tools outlined in Chapter 7.

Chapter 7 Evaluating Your Program

In This Chapter

Types of Evaluations

Conducting a Process Evaluation

- Definition
- Questions a Process Evaluation Helps You Answer
- Limitations of Conducting a Process Evaluation
- Decide Who Conducts a Process Evaluation
- Determine What Process You are Evaluating
- Investigate How to Design and Implement a Process Evaluation

Conducting an Outcome Evaluation

- Definition
- Questions an Outcome Evaluation Helps You Answer
- Limitations of Conducting an Outcome Evaluation
- Decide Who Conducts an Outcome Evaluation
- Determine When to Conduct an Outcome Evaluation
- Investigate How to Design and Implement an Outcome Evaluation

Documenting Your Findings

- Format Your Final Report

This chapter helps you

- Identify the various types of evaluation
- Develop evaluation tools
- Utilize available resources to evaluate the program
- Use information gathered from evaluation to make decisions regarding the direction of the program

KEY TERMS YOU NEED TO KNOW

Audit of Publications. A mechanism to track the types of publications and the number of times PSAs and articles appear from your program. This method of tracking requires only staff time and takes place on a regular schedule, i.e., on a monthly basis depending on the types of publications you may have targeted.

Experimental Research Design. Method of research where respondents are randomly assigned to an intervention and control group for comparison purposes. It is a difficult method to use when evaluating communications programs due to high cost and complexity.

Non-Experimental Research Design. Method of research that does not require a comparison between intervention and control group. This method often uses a KAB study administered both before and after the program to measure changes among the target audience(s).

Radio and Television Reports. Documentation that is gathered through monitoring radio and television station's use of PSAs and shows produced for your program.

Tracking Mechanisms. Systems designed to track, assess, and document the processes used to implement and run your program.

Chapter 7 Evaluating Your Program

Evaluation is an important aspect of program planning, implementation, and management. It enables staff to assess the effectiveness of the program implementation and whether your program produced the desired changes in your target audience(s). While program planners may intuitively feel that the program works, only a systematic evaluation can measure whether the program has fully met its original objectives. Evaluation provides the information needed to make critical decisions regarding the direction, modifications, and future of the program.

Results of evaluation can be used to:

- *Establish credibility of the program within the community,*
- *Demonstrate your organization's capacity to design and implement effective programs to current and future funders, and*
- *Provide essential information to other organizations on what does and does not work so that they may learn from your experiences.*

Types of Evaluation

There are four main types of evaluation: formative, process, outcome, and impact:

- **Formative evaluation** takes place during the design phase of materials development and provides information on the effectiveness and usefulness of alternative concepts and materials prior to completion. Findings from formative evaluations help you fine-tune your planning process and message and materials development. Also, formative evaluation takes place during the target audience(s) assessment phase to explore general knowledge, attitudes, and behaviors as a way to establish the level of understanding of the target audience(s) and lay the foundation for your program. Formative evaluation answers the question, "Which works better?" Information for formative evaluation is usually gathered through focus groups and individual interviews with target audience(s) members, gate keepers, and other community leaders. Chapter 4 provides details on how to conduct focus groups and interviews.
- **Process evaluation**, conducted during the implementation phase of the program, helps identify the changes that need to be made to increase efficiency and effectiveness of program implementation. Process evaluation answers the question, "What information/services are actually being delivered and to whom?"
- **Outcome evaluation** assesses the effects of the program on the target audience(s). It measures factors such as an increase in knowledge and awareness or changes in attitudes and behavior. Outcome evaluation answers the question, "Did the program make a difference?"
- **Impact evaluation** evaluates the long-term impact of the program on a community issue. Impact evaluation measures ultimate changes, such as a decrease in child abuse, rather than limited behavior change outcomes associated with a given program. Impact evaluation usually involves a complex methodology and is less often conducted by program planners due to the difficulty of separating the impact of a particular program from the effects of outside variables on the issue.

For the purpose of this chapter, attention is given to process and outcome evaluations. These two types of evaluation provide the information needed to assess how the program is running, and

more importantly, how the target audience(s) is responding.

Conducting a Process Evaluation

Definition

Process evaluation assesses the effectiveness of program implementation. Typically, it assesses whether all activities were conducted as planned, on time, and within budget. It also measures whether partners participated and if the target audience(s) was exposed to your program.

Questions a Process Evaluation Helps You Answer

- Were program materials delivered to your partners, distribution channels, and the media in quantities and the format desired?
- Were materials and messages used by your partners, the media, and the target audience(s) in response to your program?
- Were mechanisms put in place to monitor requests from the target audience(s)?
- Were staffing levels and budget allocations adequate?

Limitations of Conducting a Process Evaluation

- It will not indicate how the target audience(s) is responding to the program messages.
- It will not help you make decisions regarding whether or not to introduce new messages to the target audience(s).
- It will not allow you to assess any changes in knowledge, attitudes, or behaviors among the target audience(s).

Conducting a process evaluation includes the following steps:

Step 1: Decide Who Conducts a Process Evaluation

Process evaluation information is usually collected by staff using simple recordkeeping procedures and other tracking systems.

Step 2: Determine What Process You are Evaluating

When you developed your communication plan, you determined the types of information needed to assess the effectiveness of the implementation process. Some information is collected on a daily basis, such as the number of inquiries received from the target audience(s), while other types of information may be collected on a weekly, monthly, quarterly, or annual basis. Establish collection time tables prior to implementing the program so that proper recordkeeping and monitoring mechanisms can be developed.

HELPFUL HINTS

- Before the program begins, consider the types of information you will need to collect and track to evaluate the implementation phase of the program. Make sure that you establish clear guidelines and expectations with your staff, partners, and volunteers before the program begins so that everyone understands the purpose of evaluation, the type of information that will be collected, and how the information will be used.
- Design simple ways to collect information that are efficient, effective, and useful. Capitalize on systems that may already be in place rather than designing new ones. For example, create easy-to-complete check lists for operators monitoring the hotline to complete regarding the demographics of the caller, types of requested information and services, etc.
- Work with your staff and partners to get their feedback on the evaluation process and ensure staff and partners that information gathered will be used to improve upon the program.

Step 3: Investigate How to Design and Implement a Process Evaluation

Since process evaluation assesses several different aspects of the program, you will gather information in several ways. The following charts provide possible data sources, record-keeping practices, and tracking devices to help find answers to process related questions.

Chapter 7 Evaluating Your Program

Key Questions About Materials

To answer the question: Were program materials and messages delivered to your partners, distribution channels, and the media in the quantities and format desired?

Type of Information	When to Measure	How to Measure	How to Use the Information
When was the information delivered to each distribution channel?	▪ during the first week of the program	▪ follow up telephone calls ▪ program distribution records ▪ bounceback card	To ensure that the timetables are effective and being met.
How many copies of materials were delivered to each distribution channel?	▪ during the first week of the program	▪ tracking form	To keep an accurate count of materials available at the distribution center and at the various distribution points.
Were requests made for an increase/ decrease in orders of materials?	▪ once a month	▪ tracking requests	To track how quickly the materials are used by distribution points and whether reordering is occuring.

Key Questions Directed at Your Partners

To answer the question: Were materials and messages used by your partners, the media, and target audience(s)?

Type of Information	When to Measure	How to Measure	How to Use the Information
Did the partners distribute program materials?	▪ monthly (in the beginning you may want to track on a weekly basis)	▪ telephone follow-up ▪ bounceback card ▪ partner survey	To determine if partners are effectively using and distributing materials.
Did your partners complete tasks for which they were responsible?	▪ monthly (depending on the task)	▪ partner survey	To modify assignments of responsibilities, as appropriate.

Key Questions Directed at the Media

Type of Information	When to Measure	How to Measure	How to Use the Information
Did the media use the materials provided?	▪ for the first month, on a weekly basis; after that on a monthly basis (depending on how you are tracking the information)	▪ audit of publications ▪ clipping service ▪ telephone calls ▪ volunteer monitoring	To track the use of materials by the media. To determine if additional time is required to encourage media to use the materials.

Key Questions Directed at Target Audience(s)

Type of Information	When to Measure	How to Measure	How to Use the Information
How often was the target audience(s) exposed to the message(s)?	▪ weekly basis	▪ PSA tracking ▪ clipping service	To measure the effectiveness of media channels in reaching the target audience(s).
How often did the target audience contact your organization (or other organizations, if encouraged to do so by the message(s))?	▪ weekly basis	▪ tracking number of requests	To determine if and how the information/services are reaching the target audience(s).
How many members of the target audience(s) were exposed to the message(s) through program activities?	▪ monthly	▪ attendance records ▪ sign-in sheets ▪ activity reports	To measure the number of participants reached through specific activities.

To answer the question: Were mechanisms put in place to respond to and track requests from the target audience(s)?

Type of Information	When to Measure	How to Measure	How to Use the Information
How long did it take the target audience(s) to receive requested information/materials?	▪ monthly basis	▪ track the time it takes from the day of the request to the day the information/materials are sent out	To ensure that information/materials are getting to the target audience(s) in an efficient and effective manner.

Chapter 7 Evaluating Your Program

Collecting process evaluation information does not need to take a great deal of time. The benefits derived from the collection and analysis of this information can prove extremely useful as you fine-tune the processes developed to keep your program running effectively and smoothly.

SAMPLE TRACKING SYSTEM

To track the number of inquires to the hotline, gather information on:

- the number of calls per day
- time of the calls
- caller information (e.g., race, gender, age)
  - the purpose of the call
  - the outcome of the call
  - how the caller heard about the hotline number(service)

To gather this type of information, design a standard form that is completed by the operator(s) as calls come in to the hotline. The form may be collected on a weekly basis to evaluate trends in the number of calls, types of calls, and descriptors about the callers. Gathering this type of information enables you to make decisions about the effectiveness of the hotline and who is using it.

To Answer the question: Were staffing levels and budget allocations adequate?

Type of Information	When to Measure	How to Measure	How to Use the Information
How much time was devoted to the design and implementation of the program?	▪ weekly basis	▪ track number of hours, per person, devoted to the program	To gather information on how staff allocated their time and to make decisions regarding future use of staff.
How much time was spent working with distribution channels? partners? media? (track for each task)	▪ weekly basis	▪ worksheet outlining the various functions of the program to be completed on a daily basis by staff and submitted on a regular schedule for review	To gather information on staffing patterns and make changes, if necessary, to manage the program effectively.
How much time was spent training staff and others regarding the program?	▪ monthly basis and as new initiatives are introduced	▪ evaluation reports	To ensure that staff are receiving adequate and timely training on the program.
Was the amount of money allocated to implement the program adequate?	▪ monthly basis	▪ track budget requests and expenditures	To keep track of the budget and ensure that money is being allocated effectively.
Were activities completed on schedule?	▪ weekly basis	▪ track timelines and schedules	To determine if deadlines were met.

Conducting an Outcome Evaluation

Definition

Outcome evaluation provides information on the target audience(s) response to the program and measures changes in their knowledge, attitudes, and behaviors as a result of the program.

Questions an Outcome Evaluation Helps You Answer

- Were the program messages and materials effective with the target audience(s)?
- Were the messages and materials recalled by the target audience(s)?
- What changes in knowledge, attitudes, and behaviors have taken place as a result of the program?
- Have the original objectives of the program been met?

Limitations of Conducting an Outcome Evaluation

- It will not provide information on how the messages and materials are getting to the target audience(s).
- It will not allow you to evaluate long term changes such as reduction in child abuse.
- It will not allow you to evaluate the effectiveness of the actual implementation of the program.

Conducting an outcome evaluation includes the following steps:

Step 1: Decide Who Conducts an Outcome Evaluation

It is recommended that you work with an outside evaluator to conduct an outcome evaluation. Since outcome evaluation involves the design and implementation of data collection both before and after the program has been initiated, specific skills and knowledge about research design are needed. It is important to bring the evaluator on board during the planning phase.

The evaluator helps identify desired outcomes, determine how information is gathered from the target audience(s), recommend a specific evaluation tool, and provide cost estimates for implementing an outcome evaluation. The measurable objectives established serve as the basis of your evaluation (refer back to your communication plan discussed in Chapter 3).

From the beginning, establish a framework for managing the evaluation process. Do not give control to the evaluator. It is important to develop a working relationship so that the evaluator receives feedback and is able to provide input on the process.

Step 2: Determine When to Conduct an Outcome Evaluation

In order to establish a baseline from which to measure changes in knowledge, attitudes, and

USE AVAILABLE RESOURCES

- Ask other professionals in your field to recommend a consultant who may be available to serve as an evaluator. It is important to find an evaluator who has skills to match the information you are trying to measure. For example, if you are interested in evaluating outcomes from a communications program, work with a consultant from the field of communications.
- Do not reinvent the wheel. Use data available from local, State, and national institutions and agencies. It may be possible to use surveys already administered by other institutions, agencies, and organizations and include a few questions regarding information you are tying to collect and measure.
- Ask a volunteer or a board member if they would be interested in assisting with the evaluation process. Often times, program planners are unaware of the hidden talent within an organization.
- Contact your local college or university to find out if there is a faculty member or a student who may be interested in serving as the evaluator for your program. Contact the appropriate department based on the type of information you are interested in evaluating.

behaviors, a pre-assessment survey is administered before the program begins. After the program has been implemented for several months, a post-assessment survey is conducted. By comparing the results of these two surveys, you may detect any measurable differences with your target audience(s).

Step 3: Investigate How to Design and Implement an Outcome Evaluation

The most effective way to measure changes in knowledge, attitudes, and behaviors from the target audience is to administer a KAB survey. The KAB survey identifies the target audience's level of understanding and awareness of the issue around which the program is designed. KAB surveys may already be administered by local or State institutions or organizations. It may be possible to work with an existing KAB survey and include additional questions regarding information you are interested in gathering.

Before a KAB survey is designed or used, refer back to the overall program objectives. You probably want to measure virtually all determinates of behavior. For example, is the purpose of the program to make a community aware of the issue of child abuse? If so, the KAB survey is designed to measure knowledge, attitudes, perceptions of risks, social norms, and behaviors of the target audience(s) regarding this issue. This first KAB survey is administered when you are conducting your initial analysis. The resulting data helps you understand your target audience(s) and refine the objectives of your program.

After the new program has operated for some time (approximately 6 to 12 months), the identical KAB survey is administered to the same target audience(s) to assess changes in knowledge, attitudes, behavior, and other desired outcomes. The second KAB survey is also used to assess audience recall of program messages and materials.

It is easier to effect changes in knowledge. Healthy behaviors are more difficult to effect. However, it can be done. Do not expect to see drastic changes in your target audience's actions overnight. Often times, programs have phases that begin with the objective of increasing awareness, and as awareness levels are raised among the target audience(s), additional phases are introduced targeting information to effect changes in actions.

The evaluator assists you in determining realistic objectives for your program. As you work with an evaluator, make sure that the **Elements of an Effective Evaluation Instrument** (on the next page) are included in the survey instrument designed. When you interview a potential evaluator ask to see other instruments he/she has designed and used to get a sense of his/her abilities.

Information for outcome evaluations may be gathered in one of two ways—the experimental research design approach and the non-experimental research design approach. The experimental research design is the highest standard for evaluation research. However, it is not always feasible or appropriate.

The following three factors may preclude an organization from using an experimental research design:

1. The method can be quite expensive.
2. There must be an intervention group exposed to the program or materials, and a control group not exposed to the program or materials.
3. Individuals must be assigned to either an intervention group or a control group on a random basis.

The non-experimental research design is a more practical design to use for the following three reasons:

1. It is less costly to administer.

ELEMENTS OF AN EFFECTIVE EVALUATION INSTRUMENT

1. Communication Objectives. Clearly define your program objectives: what you wish to accomplish.
2. Definition of Data to be Collected. Determine the type of information you want to collect in relation to the objectives outlined.
3. Methodology. Create an effective study design that will enable you to collect data that is reliable and valid.
4. Tested Instrument. Collect data with an instrument that has been pre-tested with members of the target audience(s).
5. Data Collection. Engage in the process of gathering data.
6. Data Processing. Put the collected data into an effective form for analysis.
7. Data Analysis. Apply statistical or other techniques to draw conclusions about relationships and outcomes.
8. Reporting. Document the findings from the evaluation in a report. Make sure that you include both good and bad points from the evaluation. It is rare, if ever, that an evaluation finds a program to be perfect. The report should make recommendations based on the findings. Use the evaluation report to make decisions regarding the future of the program or as a research tool when designing a future program.

PROCESS FOR CONDUCTING AN OUTCOME EVALUATION

- Step 1: Identify an evaluator and hire him/her during the planning phase.
- Step 2: Work with the evaluator to identify if a KAB survey already exists that can be modified or determine if a survey will have to be developed.
- Step 3: Determine the method for distributing the survey (e.g., telephone survey) and the number of surveys to be administered (e.g., percentage of the target audience from which you want to gather baseline data).
- Step 4: Identify the target audience(s) and develop questions for the KAB survey.
- Step 5: Draft the KAB survey and test it with the target audience(s) to identify any potential difficulties with it.
- Step 6: Make any necessary revisions and administer the KAB survey to the target audience(s).
- Step 7: Evaluate and analyze the results from the survey to determine baseline data.
- Step 8: Introduce the program to the target audience.
- Step 9: Administer a second KAB survey. (Note: Administer a KAB survey each time a new phase is introduced.)
- Step 10: Analyze information gathered from the survey to determine changes within the target audience(s).

2. It does not require a comparison group.
3. It does not require random selection of target audience members.

Communications programs often use the media to publicize new messages and materials to the target audience(s). Because the media permeates a community, it is difficult to identify a control group that has not been exposed to program messages. Therefore, it is generally recommended that evaluators use a non-experimental research design to measure outcomes from a communications program.

While the results derived from this method cannot completely ensure that changes in knowledge, attitude, and behaviors occurred as a result of the program, information extracted from the KAB surveys can strongly suggest that various elements of the program led to particular outcomes.

Chapter 7 Evaluating Your Program

It is important that you realize that KAB surveys often reveal that only low levels of change have occurred or that you have only partially achieved your objectives. However, these findings provide you with very important information to guide the future direction and emphasis of your program.

For example, if you find that levels of awareness are still very low, you may continue to focus your messages on awareness for the next 6 months. If you find that you have raised awareness, for example by 50 percent, you may elect to devote less resources to awareness-raising activities, and more resources to another determinant of behavior, such as skill building.

Regardless of the results, it is always important to discuss the findings with your evaluator regarding realistic expectations and recommendations for refining the program.

SAMPLE KAB SURVEY

Household Survey Regarding Public Knowledge about Child Maltreatment and Alcohol/Other Drugs

How likely do you think it is that children will be abused or neglected if their parents drink too much alcohol or use other drugs? Would you say it is
very likely somewhat likely less likely

If parents who drink too much alcohol or use other drugs get help for their drinking or drug use problems, how likely do you think it is that their children will be abused or neglected? Would you say it is
very likely somewhat likely less likely

If you became aware of a situation where a child was being abused or neglected because of a parent's alcohol or other drug use problem how likely is it that you would do something to help the family? Would you say that you would
definitely do something to help very likely that you would do something less likely

During the past month, have you contacted or considered contacting a hotline or agency to try to get help for a child who was abused or neglected by a parent's alcohol or other drug use problem?
yes, contacted yes, considered contacting no

How confident are you that you could do something that would help a child who is abused or neglected because of a parent's alcohol or other drug use problem?
very confident somewhat confident not too confident not at all confident

In the past 6 months, have you seen or heard any advertisements or promotions that included this message: Alcohol abuse, drug abuse, child abuse, one thing leads to another?
yes no

In the past 6 months, have you seen or heard any advertisements or promotions about child abuse?
yes no

Note: This sample is adapted from a survey administered in the State of South Carolina, 1992, 1993, 1994.

Documenting Your Findings

It is important to document your findings in a final report. As your evaluation is analyzed, important information is gathered to modify the program to make it more effective. Also, you want to document your findings for future use by both your organization and others in the field. Reports serve to:

- provide evidence regarding the strengths and weaknesses of the program,
- indicate outcomes of the program,
- make recommendations regarding the various aspects of the program,
- support funding and staff efforts,
- assess the potential for replication,
- create a body of knowledge regarding the program, and
- identify future opportunities for the organization and the field.

For example, if, through analysis, you discovered that one-third of the individuals who contacted your hotline spoke Spanish as a first language, and you did not have an operator who spoke Spanish, then a priority would become hiring a Spanish-speaking operator to accommodate your callers. This information may also be used in a presentation to potential funders who may be interested in targeting special populations.

Format Your Final Report

As you put together the evaluation report, include the following pieces of information:

Introduction

- Brief history of program
- Goals and objectives of the program

Evaluation Design and Data Collection

- Indicate the types of evaluation utilized
- Define from whom the data was collected
- Explain the methodology used
- Describe the instrument used

Data Analysis

- Indicate the processes utilized to put the data into useable form
- Analyze the data

Recommendations

- Report the findings from the data
- Discuss strengths and weaknesses of the various aspects of the program
- Discuss outcomes of the program and make recommendations regarding future opportunities
- Discuss potential ramifications for the field

Through evaluation, you gather information necessary to assess the status of your program and make decisions regarding the next steps. Depending on the results of your evaluation, you may determine that your objectives

HELPFUL HINTS

- Make your report concise, accurate, and to the point
- Provide examples
- Document statistics and evidence of findings
- Make recommendations that will be useful to your target audience
- Include both strengths and weaknesses that may have been discovered
- Indicate the author of the report and the evaluation team (or evaluator)
- Provide enough background information about the program to make it useful to a potentially broad audience
- Be prepared to answer questions that may arise from the report
- Be truthful and honest and portray statistics and evidence in an honest manner
- Let others know about your experience by forwarding the report to agencies or organizations that may use the information (A good place to send it is the National Clearinghouse on Child Abuse and Neglect Information.)

were not met and refinement of the program needs to take place.

Or, you may gather information that indicates that the target audience(s) has achieved the desired outcomes. For example, your results indicate that awareness of child abuse among 18-year-old women has been raised, and a new phase needs to be designed to move the target audience(s) from awareness to skills-building. The results of your evaluation may also be used to attract new partners and secure new funding sources.

Conclusion

Evaluation enables you to assess the success of your program and make wise choices about future steps. It is important to integrate an evaluation plan into your program from the onset.

EXPERIENCES FROM THE FIELD

The "Take Time" Project of Kitsap County created an educational program with several target audiences including 4th, 5th, and 6th grade children. The project was a collaboration among Kitsap County, Olympic Educational Service District, and Project Family. The objective was to provide information about parental substance abuse and to help develop coping and self-help skills for a minimum of 30 at-risk 4th, 5th, and 6th grade students in selected schools, and to offer Project Take Time parenting education courses to their parents.

Through the formative evaluation phase, project staff learned that alcohol abuse among parents was the most significant problem facing the youth of their county. Negative self image, drug use, and conflict with parents ranked 3rd, 4th, and 5th. Gang related violence had also escalated along with school drop-out rates.

Education professionals were able to adapt an existing curriculum to include self-esteem units. Through evaluation, it was learned that the curriculum was not easily adapted to the 5th and 6th grade existing curriculum. Therefore, the objective of educating 4th, 5th, and 6th graders was modified to include only 4th grade students.

The program was successful in 2 of the 3 schools participating. The 2 schools implemented the program and were able to educate all 4th graders enrolled. The 3rd school had difficulty due to the lack of teacher training and effective screening. The process evaluation revealed that there was a communication issue between the school principle and the staff that facilitated the difficulty.

After the program was implemented, Project Take Time staff conducted an evaluation with the teachers and learned that several important features had to be included in the teacher training in order for the program to be successful. These included:

- Providing more detailed information regarding personal issues concerning substance abuse and child abuse and how to help children who reveal themselves as victims of abuse.
- Encouraging each teacher to understand his or her own history and issues regarding chemical dependency.
- Increasing the knowledge base and skills of teachers who work with high-risk students.
- Providing more time in training for teams to work together to review the curriculum and adapt it to individual teaching situations.

Conclusion

In reading Marketing Matters, you have moved through a process that can support the development of successful services and prevention efforts. It is NCCAN's intention to provide professionals in the field with a practical tool to support public education initiatives.

Each chapter may be used independently to support aspects of program development and management. When used together, the chapters build upon one another to establish a framework for creating and implementing successful programs. Each time you plan to develop an aspect of a program— developing materials, offering services, crafting messages—return to the appropriate chapter.

The techniques and processes discussed draw upon successful social marketing theory and the "Experiences from the Field" provide actual strategies employed. Just as commercial advertising can persuade you with marketing techniques, your organization can develop materials and messages that reach your audience in an effective manner.

Appendix 1 Exhibits

This appendix includes sample documents to support strategies outlined throughout the book. Adapt the samples to meet the specific needs of your program. Samples of the following materials are provided:

- *Focus Group Screener*
- *Moderator's Guide for Focus Groups*
- *Intercept Interview Questionnaire*
- *Readability Formula*
- *Professional Review Questionnaire*
- *Guest/Performer Release Form*

EXHIBIT 1

SAMPLE FOCUS GROUP SCREENER

Example: Parents (of Teenagers) Focus Group

Note: Your screener should be tailored to the demographics of your specific target audience(s).

ASK TO SPEAK TO MALE OR FEMALE IN HOUSEHOLD WHO IS A PARENT.

Hello, I am———————— with ———————— . We are conducting a study to gauge public reaction to radio and print advertisements. Would you be willing to participate in a group viewing and discussion of the ads? This is an anonymous study. The information you provide will only be used for statistical research purposes and will not be attributed directly to you in any way. First, I need to ask you a few questions.

1. Do you or anyone in your family work for:

An advertising agency	yes/no ------ >	If yes, discontinue
A market research firm	yes/no	
A child abuse and neglect or alcohol and other drug abuse organization	yes/no	

2. Are you the parent of a teenager? yes/no ------ > If no, discontinue

3. Which of the following age groups best describes your age?

Under 30	1
30-35	2
36-40	3
41-45	4
46-50	5
Over 50	6

4. Please stop me when I read the group which best describes your level of education:

Some high school	1
Graduated high school	2
Some college	3
Graduated college	4
Post-graduate studies	5

5. Please stop me when I read the group which best describes your family's annual household income:

Less than $15,000	1
$15,000-$19,999	2
$20,000-$29,999	3
$30,000-$39,999	4
$40,000-$49,999	5
$50,000 or more	6

6. For the purposes of this research, we must recruit an ethnic mix of respondents. To which ethnic group do you belong?

African-American	1
Asian American	2
Caucasian	3
Latino/Hispanic	4
Native American	4
Other	6

7. Record gender of caller (DO NOT ASK, OBTAIN EVEN SPLIT)
   1 MALE 2 FEMALE

We would like to invite you to participate in a group session on day, date, time, and location. The session will run approximately 1 hour to 1-1/2 hours.

Name: _____

Address: _____

City/State/Zip: _____

Home Telephone: _____

A letter confirming your participation will be sent to you approximately one week prior to the focus group meeting.

EXHIBIT 2

SAMPLE MODERATOR'S GUIDE FOR FOCUS GROUPS

Testing Radio and Print PSAs

I. Introduction
   1. Introduce yourself. *Thank you for coming.*
   2. *Your presence is important.*
   3. Describe what a focus group is—*like an opinion survey, but very general, broad questions.*
   4. Ask each participant to introduce himself/herself—tell the group their name, where they live, where they go to school (for young people), where they work (for parents).

II. Purpose
   1. *We will be discussing some issues related to a new public education program in (community, city, state).*
   2. *I am interested in all of your ideas, comments, and suggestions.*
   3. *There are no right or wrong answers.*
   4. *All comments—both positive and negative—are welcome.*
   5. *Please feel free to disagree with one another. We would like to have many points of view.*

III. Procedure
   1. Explain use of tape recorder or videotape. All comments are confidential—used for research purposes only.
   2. *I want this to be a group discussion, so you need not wait for me to call on you. Please speak one at a time, so that the tape recorder, if using, can pick up everything.*
   3. *We have a lot of ground to cover, so I may change the subject or move ahead. Please stop me if you want to add something.*

IV. Overview

Our client is developing an education program. Today, I would like to have you listen to some radio public service advertisements and look at some print ads for that program and get your reaction to them.

It is important for you to know two things about these materials. First, I did not develop them, so you will not offend me by anything you say. Please be as open and honest in your comments as you can. Second, these materials are still in rough form; therefore, you will need to use your imagination to visualize what they will eventually look/sound like. For instance, the final radio ads will actually include people from (location, city, state).

V. Evaluation of Radio PSAs (present and discuss one PSA at a time)
   1. What is your initial reaction to this ad?
   2. What is the main theme of this ad? What does the ad ask people to do?
   3. Do you think this ad will encourage you to take action? What type? Why? Why not? What about other people?
   4. How do you feel about the tone? Is it positive or negative?
   5. Do you consider it an appropriate message? Why? Why not?
   6. Was there anything in the spot that was confusing or hard to understand?
   7. Who would be most likely to pay attention to this ad? You? Why? Why not?
   8. Did you learn anything new from this ad? Was it interesting, etc.?
   9. Is there anything in particular that you like or dislike about the message? What?
   10. What do you think of the format of the message (conversation between two people; straight read)?
   11. Which tagline do you like better (...answers are right around the corner or ...facts are right around the corner)? Why?
   12. Of all the ads you heard, which ones did you like the most and the least?

VI. Evaluation of Print Advertisements (present and discuss one ad at a time)
   1. What is the main message this print ad is trying to get across? What other messages (or important ideas) are being communicated?
   2. What action(s) is the ad recommending that people take?
   3. Does this ad contain any information that is new to you?
   4. What is your overall reaction to this ad? What do you like about it? What do you dislike about it?
   5. Is there anything unclear, confusing, or hard to understand in the wording of the ad?
   6. Is there anything in the ad that might bother or offend people?
   7. How do you feel about the amount of information presented? (Do you think it is too little, too much, or the right amount?)
   8. How do you feel about the overall look or design of the ad? (Is it appealing? Is it cluttered/ uncluttered? Is the type size readable? How about the use of color?)
   9. How do you feel about the illustrations (pictures, drawings, charts, etc.)? Are they appropriate for the message? Are they clear and understandable?
   10. How do you think people your age will react to this ad? How about people older than yourself? Younger than yourself?
   11. Do you think this ad would motivate you or others to take any action? Why or why not? Is there enough information provided for you to take action? What action would you take?
   12. Do you feel this contains worthwhile, useful information? Is there anything you would do to make it better?

Note: This guide is only a sample, designed to give you an idea of the types of questions that might be discussed during a focus group. Tailor the moderator's guide to the specific needs of your program.

EXHIBIT 3

SAMPLE INTERCEPT INTERVIEW QUESTIONNAIRE

Note: This is a sample questionnaire only. When developing testing instruments for your program, tailor the questionnaire to meet your specific needs.

Introduction

Good morning/afternoon/evening

My name is _____, and I am with _____, a marketing research firm or (name of your organization). We are conducting a research study with people who are between 25 and 55 years of age (adapt to the population you are targeting). Would you be willing to spend a few minutes answering some questions?

Sample Screener Questions

1. What is your age? _____ (Record)
   a. Under 25 (Thank and terminate interview)
   b. Between 25 and 55 (Continue)
   c. Over 55 (Thank and terminate interview)

2. Which of the following best describes the highest level of education you have completed? (Circle one)
   a. Elementary or grade school (Continue)
   b. Some high school (Continue)
   c. High school graduate (Continue)
   d. Some college (Continue)
   e. College graduate (Continue)
   f. Some graduate work (Thank and terminate interview)
   g. Graduate degree (Thank and terminate interview)

Note: In some cases, you may wish to limit your target audience to a specific education level

Sample Interview Questions

1. I would like to show you three print advertisements that have been produced as a public service and get your reactions to them. This will not take more than 15 minutes of your time. Would you be interested in participating?
   a. No (Thank and terminate interview)
   b. Yes (Continue)

Show print advertisements, one at a time, and administer questionnaire for each.

2. Which of the following would describe your general reaction to this ad?
   a. Very positive
   b. Somewhat positive
   c. Somewhat negative
   d. Very negative
   e. Don't know/refused

3. If you saw this print advertisement, how likely do you think you would be to actually call the telephone number at the end?
   a. Very likely
   b. Somewhat likely
   c. Not too likely
   d. Don't know/refused

4. How well does each of the following words/attributes describe what you just saw?

	Describes it		
a. Educational	very much	a little	not at all
b. Relevant to my life	very much	a little	not at all
c. Dramatic	very much	a little	not at all
d. Entertaining	very much	a little	not at all
e. Attention-getting/interesting	very much	a little	not at all
f. Direct/to the point	very much	a little	not at all
g. Useful information	very much	a little	not at all
h. Optimistic	very much	a little	not at all
I. Pessimistic	very much	a little	not at all

5. Was there anything in the print advertisement that you found confusing or hard to understand? (Record first mention by respondent) Anything else? (Record all other mentions by respondent)

Respondent's First Mention
(circle only one)

a. Nothing (everything was clear)
b. Confusing in general
c. Message not clear
d. Words were hard to understand
e. Too much information presented
f. Message didn't relate to me
g. Other
   Record: _____

Anything Else
(circle all that apply)

Thank you very much for giving us your time. Your feedback has been most helpful.

EXHIBIT 4

SAMPLE READABILITY FORMULA

The SMOG Readability Formula

Perhaps the quickest way to administer the SMOG grading test is by using the SMOG conversion table. Simply count the number of polysyllabic words in your chain of 30 sentences and look up the approximate grade level on the chart below. An example of how to use the SMOG Readability Formula is provided on the following pages.

SMOG Conversion Table*

Total Polysyllabic Word Count	Approximate Grade Level (± 1.5 grades)
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

It is recommended that you follow the next process to ensure that you have accurately calculated the readability of your document.

To calculate the SMOG reading grade level, begin with the entire written work that is being assessed, and follow these four steps:

1. Count off 10 consecutive sentences near the beginning, in the middle, and near the end of the text.
2. From this sample of 30 sentences, circle all of the words containing three or more syllables (polysyllabic), including repetitions of the same word, and total the number of words circled.

3. Estimate the square root of the total number of polysyllabic words counted. This is done by finding the nearest perfect square, and taking its square root.
4. Finally, add a constant of three (3) to the square root. This number gives the SMOG grade, or the reading grade level that a person must have reached if he or she is to fully understand the text being assessed.

A few additional guidelines will help to clarify these directions:

- Hyphenated words are considered as one word.
- Numbers that are written out should also be considered, and if in numeric form in the text, they should be pronounced to determine if they are polysyllabic.
- Proper nouns, if polysyllabic, should be counted, too.
  Abbreviations should be read unabbreviated to determine if they are polysyllabic.

Not all pamphlets, fact sheets, or other printed materials contain 30 sentences. To test a text that has fewer than 30 sentences:

1. Count all of the polysyllabic words in the text.
2. Count the number of sentences.
3. Find the average number of polysyllabic words per sentence as follows:
   average = Total # of polysyllabic words + Total # of sentences
4. Multiply that average by the number of sentences short of 30.
5. Add that figure to the total number of polysyllabic words.
6. Find the square root and add the constant of three (3).

Developed by: Harold C. McGraw, Office of Educational Research, Baltimore County Schools, Towson, Maryland.

Example Using the SMOG Readability Formula (excerpts from a brochure used by an NCCAN Emergency Services Grantee)

Substance Abuse and Good Parenting Don't Mix

There are many things every child needs from his or her parents. Some of the most important ones are:

love, patience, praise, and encouragement;

consistent rules and limits for appropriate behavior;

to be talked with and listened to; and

to have parents who set a good example.

Abusing alcohol and other drugs makes it harder—sometimes impossible—for a parent to meet these needs. Substance abuse and effective parenting just don't mix.

One Person's Story

Vicky remembers it clearly. Her parents were always fighting. Her mother was often "sick" and her father would "fall asleep" at the dinner table. Vicky knew they drank a lot and wished they'd stop. She tried hard to please them both, but things never got better. In fact, her father began beating her and her brother. Vicky craved love and attention. She turned to beer and marijuana for comfort...

Something Can Be Done

...Vicky has choices to make—she doesn't have to raise her child the way she was raised. Vicky needs to learn how to stop her abuse of alcohol and other drugs. At the same time, she needs to improve her parenting skills.

Who Can Help?

Helping someone like Vicky can be very hard. But, Vicky can help herself; her friends, family, and neighbors can help her. Trained counselors can help as well. Much help is available free or at low cost.

Why Is Help Needed?

When a family member abuses substances, everyone in the family is hurt—parents and children alike.

People who have problems with alcohol and other drugs:

take bad risks,

make poor decisions, and

may be more physically or verbally violent...

There Are Other Dangers

Substance abuse can lead to financial problems that add stress, which, in turn, contributes to child abuse and neglect. Children may not have appropriate clothing. They may not get well-balanced meals. Medical problems may be untreated. Education may suffer because children are too worried to think about schoolwork or are kept out of school to babysit. Emotional needs may go unmet.

These families may also experience violence connected with drug-related crimes. Violence can come from the adult's loss of control, from the conditions in the neighborhood, or from a dealer seeking payment...

What Can Be Done?

Remember that substance abuse and child abuse are two different problems that need to be treated separately. If you know someone who seems to have either problem (or both), there are ways that you can help.

Your support can make that possible.

Encouraging someone to get help is perhaps the greatest gift you can give to a parent and child you care about...

Vicky Today

A friend who saw that Vicky was stressed out offered to watch the baby while Vicky went to a parenting class for young mothers at the local community center.

After a month or so, Vicky realized she needed to get help to stop using alcohol and marijuana.

Vicky's still working on her problems. But, because she is getting help, Vicky believes her baby will have a much better childhood than she did and that both she and her baby will have a much brighter future.

This brochure is a joint effort of the National Crime Prevention Council (NCPC) and the National Committee for Prevention of Child Abuse (NCPCA). Copyright © 1992 by NCPC and NCPCA.

The National Citizens' Crime Prevention Campaign is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

Partial funding for this campaign was provided by the National Center on Child Abuse and Neglect, Administration on Children, Youth and Families, Department of Health and Human Services.

READABILITY TEST CALCULATIONS

Total number of polysyllabic words = 41

Nearest perfect square = 36

Square root = 6

Constant = 3

SMOG Reading Grade Level = 9

EXHIBIT 5

SAMPLE PROFESSIONAL REVIEW QUESTIONNAIRE

Name of Reviewer: _____

Title: _____

Organization: _____

Please review the attached child abuse prevention materials and provide feedback on:

Content Design Organization

Content

1. Do you feel there are important points relating to this topic that should be added? What?
2. What would you say are the main messages being communicated by this piece?
3. What does this piece ask people to do?
4. Do you think this piece will encourage the target audience(s) to take action? Why? Why not?
5. Is the information presented factual and accurate?
6. Is the content appropriate for the target audience(s)?
7. Is the vocabulary too technical, too elementary, appropriate?
8. Is the information clearly presented?
9. Are terms/abbreviations/acronyms clearly defined?
10. Is the content presentation interesting, somewhat interesting, or uninteresting?
11. Is the content relevant and will it be used by the target audience(s)?
12. Is there anything in the materials that you find vague, confusing, or unclear?
13. In your opinion, is there anything in the materials that is misleading?
14. How could the messages in the materials be improved?
15. Is there anything in the materials that you think the target audience(s) might find offensive?

Design

1. Is the design easy to follow? Is it cluttered? Uncluttered?
2. Are the sections sequenced logically?
3. Do the visuals/graphics effectively support the messages?
4. Are the visuals/graphics known to the target audience(s)?
5. Are the visuals/graphics clear, understandable, and attractive?
6. Are more visuals/graphics needed? Please describe your suggestions.

Organization

1. Are the materials clearly written and easy to follow or are they difficult to follow and confusing?
2. Is the type or print too small, too large, or just right?

General

1. What, if anything, do you particularly like about this piece?
2. What, if anything, do you particularly dislike about this piece?
3. How responsive do you feel the target audience(s) will be to the main messages contained in this piece? Very Responsive / Somewhat Responsive / Not Responsive Why do you feel this way?
4. Based on what you know about the target audience(s), are there any other comments you want to make about the materials?

Thank you for your time.

Please return the questionnaire to (your organization) in the enclosed, self-addressed, stamped envelope.

EXHIBIT 6

SAMPLE GUEST/PERFORMER RELEASE FORM

This release is made for the purpose of including me as a guest/performer in the production of _____. I acknowledge that my signing of this release is a condition to my being considered as a guest/performer, and that any appearance by me in the Production is made only in consideration of the execution of this release.

I agree that you may tape and photograph me and record my voice, conversation, and sounds, including any performance of any musical composition(s), during and in connection with the Production, and that you shall be the exclusive owner of the results and proceeds of such taping, photography, and recording of the right, forever and throughout the universe, to use and license others to use all or any portion thereof or a reproduction thereof, as well as my name, voice, likeness, and any biographical information and other material I may provide, in any manner and in any and all media and channels of distribution now or hereafter known, including but not limited to cable and broadcast television, in the exhibition, distribution, promotion, advertising, sale, and exploitation of my performance. I also represent and warrant to you that all statements made by me in connection with my appearance are true, to the best of my knowledge, and will not violate or infringe upon the rights of any third party. I will indemnify, defend, and hold harmless (Name of Organization/Producer), its licensees and assigns, and their respective officers, directors, and agents from and against any damages incurred as a result of any breach of any of my representations, warranties, and/or agreements hereunder.

To the extent I own or control rights in any musical composition(s) performed in connection with my performance, I hereby grant you a royalty-free synchronization license for the use of such compositions, which may be used in any and all manners in which you may use my performance, as herein described.

I hereby forever release and discharge (Name of Organization/Producer) and all affiliated entities from any and all claims, demands, or causes of action that I now or in the future may have in connection with the use and exercise of the rights granted in this release.

Have you ever been convicted of a violent crime? ____ yes ____ no

Name (please print): _____

Address: _____

City/State/Zip: _____

Phone: _____

Guest Performer Signature: _____ Date: _____

Agency/Organization Signature: _____ Date: _____

Appendix 2 Examples of Best Practices

This appendix includes "Examples of Best Practices" drawn from the experiences and materials produced by several of the grantees from the National Center on Child Abuse and Neglect (NCCAN) Grantee Program.

Each of these materials are effective because time was taken to ensure that they clearly communicated the messages of the campaign to the target audience. Different organizations used different methods to reach their audiences. This section provides information on the various types of materials designed and used, the target audience, the main messages, as well as general comments about the materials.

For additional information regarding the Priority Area 2 Grants and the materials produced, contact the National Clearinghouse on Child Abuse and Neglect Information at 1-800-394-3366.

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Audio	
Woman	(*defensive*) I'm just having a couple of drinks with some friends
(*pause*)	
	(*becoming irritated*) I don't know... Soon! (*angry*) HEY! I don't NEED this from you, Okay?!! I'll get there when I get there?
Older Girl	(*to younger sister*) Don't worry. She'll be home soon.
(*background sound of thunder*)	
Announcer	If you're a parent with an alcohol or drug problem, you may be abusing or neglecting your child.
	Beat Your Habit. Not your kid.
(*tagline*)	Logo and phone number superimposed over rain on the window.

Target Audience(s)

- Mothers, ages 18-34
- Parents
- General public, primarily Baltimore City and Prince George's County, MD

Main Messages

- Fear-based message
- As a parent, your actions and behaviors have an impact on your children.
- If you abuse alcohol, you may be neglecting or abusing your children.
- Beat your habit. Not your kid.
- Call Parents Anonymous Hotline for help.

Why This Piece Works

- Focus groups with substance abusers and individuals with expertise in child welfare found the hard-hitting messages to be effective.
- Attention-getting advertisement that evokes sympathy for children.
- Includes a specific call to action by providing a tagline.
- Culturally inclusive
- High quality production, images, and message that works well with chosen medium.

These materials may not be reproduced or used without written permission from the grantee.

Man (*in an abusive tone of voice throughout*)

What do you think you're doing? Didn't I tell you to turn that radio off?!! (*music accent*) You just don't ever listen—you have no respect. (*music accent*) Or maybe you're just stupid...like your mother (*music accent*)... Hey! Don't you go mouthin' off to me—you know what I'll do to you... I brought you into this world...and I'll take you out! (*music accent*)

(*music up and under*)

Woman Announcer

You've been listening to 20 seconds of the kind of abuse many children hear every day from parents who abuse alcohol or drugs. How did it make you feel? Unloved? Afraid? Well, imagine how the children feel. For you, the abuse lasted only 20 seconds. For them, it lasts a lifetime.

Man

I'm sorry baby. You know Daddy didn't mean it...

Woman Announcer

The next time you decide to get high, don't come down on your children. Call Parents Anonymous at 555-5555 now for help.

Beat your habit. Not your kid.

(*open ended for station live tag*)

Target Audience

- Women, ages 18-34
- Parents
- General public, primarily Baltimore City and Prince George's County, MD

Main Messages

- Fear-based message
- Verbal abuse can be traumatic for a child.
- Think about how your comments and actions make your child feel.
- Call Parents Anonymous Hotline for help.

Why This Piece Works

- Angry voice grabs your attention
- High production quality
- Appropriate for radio—voice conjures up images of a man shouting at his child.

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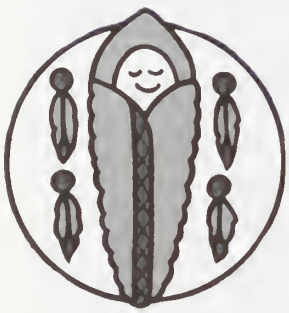

Northwest Indian Child Welfare Association Inc.

Target Audience(s)

- Native American women
- Native Americans living in the Pacific Northwest
- Native Americans in general

Main Messages

- Benefit-driven message
- Acknowledges the importance Native American families traditionally place on watching over children.
- We all need to help protectour children from neglect.
- For information on how to help, write or call.

Why This Piece Works

- Culturally inclusive
- Use of respected spokesperson with national appeal may help increase airplay.
- Includes a call to action.
- Very targeted message with spokesperson speaking to her own population.
- Includes space for localization.

Audio

Elaine

Hi. I'm Elaine Miles, a Cayuse/Nez Perce. I play "Marilyn" each week on TV's Northern Exposure. In the old days, everyone watched over children in our Indian communities. Today, some children are neglected by parents who think alcohol and drugs are more important. All of us have to help protect our children, the way it used to be.

For more information on how you can help, write the Northwest Indian Child Welfare Association, c/o R.R.I., P.O. Box 751, Portland, OR 97207.

(voice over *tag*)

NAME and TELEPHONE NUMBER of a local resource agency or insert "The prevention of Child Abuse—for more information, contact..."

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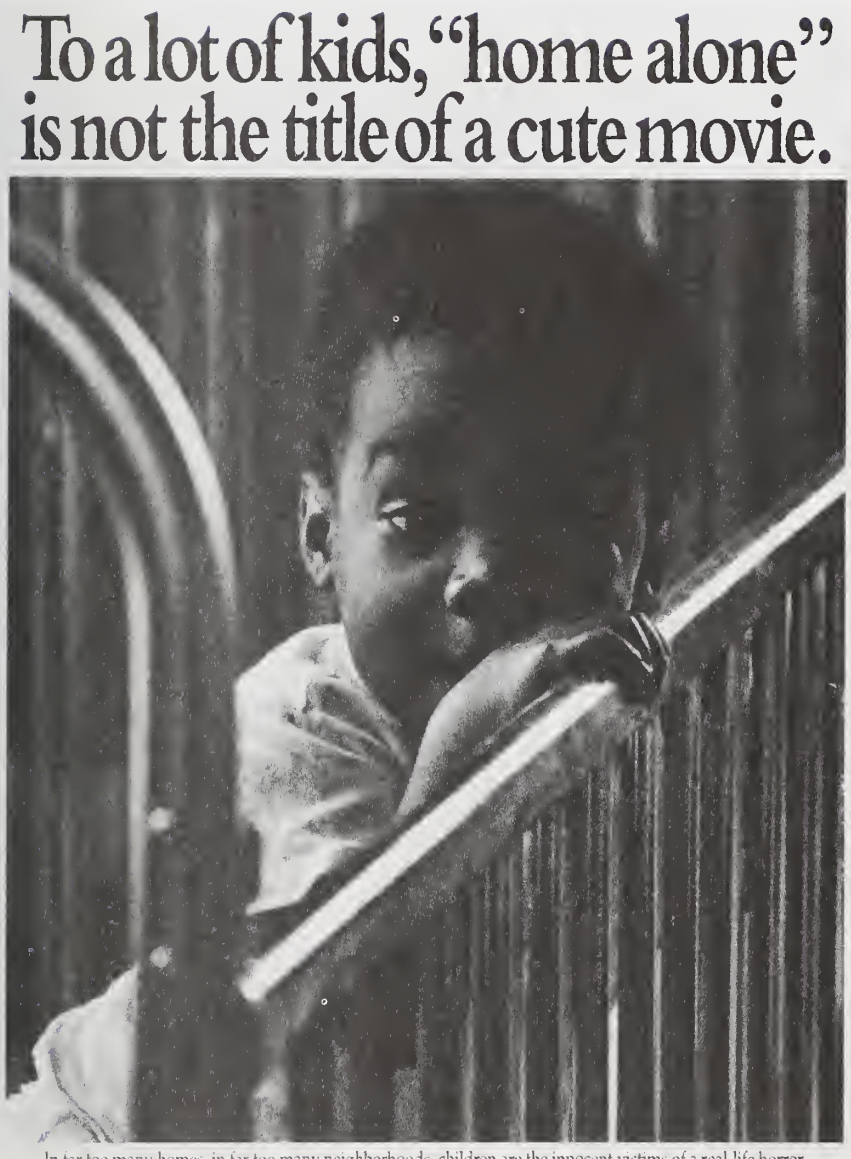
Print Advertisement—"To a lot of kids, 'home alone' is not the title of a cute movie."
South Carolina Cares, Columbia, SC


To a lot of kids, "home alone" is not the title of a cute movie.
In far too many homes, in far too many neighborhoods, children are the innocent victims of a real-life horror story. They're being left alone – unattended, unloved and unfed – while their parents are out abusing alcohol and other drugs. The worst part is, they can't help themselves. But you can. If you know of an abused or neglected child, make the toughest decision you'll ever make. Call South Carolina Cares, and we'll help you get help. You don't have to give us your name, but please, before it's too late, call 1-800-SC CARES.
Alcohol abuse. Drug abuse. Child abuse. One thing leads to another.

Target Audience(s)

- Concerned adults throughout the State of South Carolina, including counselors, extended family members, service providers, clergy, and other community leaders (enablers)

Main Messages

- There are many cases where parents who abuse alcohol and other drugs abuse and neglect their children.
- These children cannot help themselves. They need your help.
- Every member of the community must be concerned about the safety of all children.
- If you know of a neglected or abused child, call South Carolina Cares, it may be one of the toughest decisions you will ever have to make.

Why This Piece Works

- Research used to determine the target audience.
- Headline is catchy, reflecting current movie at the time; however, it is not timeless due to this reference.
- Includes a call to action.
- Recognizes the difficulty of taking action.
- Issue of anonymity is important.

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WHAT A CHILD LEARNS
FROM YOU LASTS FOREVER.

TAKE TIME TIPS

Take Time to talk about the good things in your child's report card.

Take Time to ask how you can help your child do better in school.

Take Time to explain why a behavior is wrong. Let the child have time to think about it.

Take Time to learn what tasks and behaviors can be expected from your child at that age.

Take Time to think about what your children will remember about you when they are grown.

Take Time to think about how you might sound to your child when you're talking to him.

Take Time to let your child pick one thing to buy at the store from choices you offer.

Take Time to really listen to what your child is trying to tell you.

Take Time to read a bedtime story every night.

Take Time to think about how you could help a child who needs a friend.

Take Time to remember how you liked to be treated when you were a child.

Take Time to get help. Parenting is a learned skill, just like driving a car or cooking, and no parent has all the answers.

Have you thought about taking a parenting course but are a little worried that you'd be criticized or that people would think you're a bad parent?

Not to worry.

TAKE TIME workshops are friendly and fun. They're for parents like you who love their children and want to add to the skills they already have. TAKE TIME offers new tips and tools all parents can use to help their children be happy and successful.

What a child learns from you lasts forever.

Don't take a chance ... Take Time.

To find out more, call Project Family
360-373-3030

Target Audience(s)

- General public
- Parents

Main Messages

- Benefit-driven message
- Take time to listen and learn from your children—it is easy, fun, and will help make you a better parent.
- "Take Time" workshops are friendly and fun for parents who love their children and want to enhance skills they may already have.
- Call Project Family for more information.

Why This Piece Works

- Addresses concerns that someone who takes a parenting course is a bad parent.
- Soft approach that does not tell parents they are doing anything wrong. Rather, it emphasizes how they can improve on their relationship with their children.
- Cost-effective method
- Good use of the medium
- Advertisement can be cut out and hung on the refrigerator by a parent.
- Includes a call to action.

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Magazine—"Honoring the Children, 1993"
Northwest Indian Child Welfare Association, Inc., Portland, OR

Description: A magazine for parents and caregivers of Native Indian children with helpful articles and parenting tips.

Target Audience(s)

- Parents and caregivers of Native American children

Main Messages

- Benefit-driven messages
- It is important to teach our children to have strong self-esteem and a sense of identity.
- Children are safer when they are under the watchful eyes of community and family members.

Why This Piece Works

- Use of personal stories linking substance abuse and child abuse and neglect are offered to help the reader identify with the messages.
- High production quality
- Easy to read
- Culturally inclusive
- Contains a resource list for further information.

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Evaluation Form

We want to hear from you. Please complete the following information.

1. How did you receive a copy of Marketing Matters?
   - ☐ Received a complimentary copy
   - ☐ Requested a copy
   - ☐ Passed on from a colleague
   - ☐ Other
2. Did you find Marketing Matters useful? Yes No
3. Would you recommend Marketing Matters to a colleague? Yes No
4. How are you using Marketing Matters?
   - ☐ To design a public education program
   - ☐ To improve existing services and programs
   - ☐ To work better with the media
   - ☐ Other
5. Please provide additional comments.

Name: _____ Title: _____

Organization: _____

Address: _____

_____

Telephone: _____ Fax: _____

Internet Address: _____

Thank you for paying for postage

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